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Reports of the Mississippi State Superintendent of Public Education

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Annual report of the State Superintendent of Public Education, to the Legislature of Mississippi, <[1876]>-1877

Biennial report of the State Superintendent of Public Education, to the Legislature of Mississippi, for the years ... (1878--'79)-<(1893-'94 and 1894-'95)>

LLMC 01-479t

BIENNIAL REPORT

OF THE

STATE SUPERINTENDENT

OF

PUBLIC EDUCATION,

TO THE

LEGISLATURE OF MISSISSIPPI,

FOR SCHOLASTIC YEARS

1891-'92 AND 1892-'93.

JACKSON, MISS..
THE CLARION-LEDGER PUBLISHING COMPANY,
1894.

DEPARTMENT OF EDUCATION,
JACKSON, MISS., December 1, 1893.

To the Legislature of Mississippi:

I herein present the biennial report of the State Superintendent of Public Education for the scholastic years 1891-'92 and 1892-'93, embracing the operations of the 22nd and 23d years of the public school system of the State of Mississippi.

Respectfully submitted,

J. R. PRESTON,
State Supt. Pub. Education.

SYNOPSIS OF STATISTICS,

FROM BEGINNING OF PUBLIC SCHOOL SYSTEM

NUMBER OF EDUCABLE CHILDREN IN THE STATE.

	White.	Colored.	Total.
By enumeration of 1888	191,792	272,682	464,474
By enumeration of 1890	207,652	292,581	500,233
By enumeration of 1892	214,419	301,764	516,183

NUMBER PUPILS ENROLLED.

	Year.	White.	Colored.	Total.
Reports from 52 counties	1871	66,257	45,429	111,688
Reported as an estimate	1872	....	....	148,000
A fractional part of year, 8 months	1873	....	....	80,000
Reports from 70 counties	1874	....	....	154,229
	1875	78,404	89,813	168,217
Reports from 50 counties	1876	76,026	90,178	166,204
Reports from 65 counties	1877	84,374	77,150	120,524
	1878	101,201	104,177	205,978
	1879	105,957	111,796	217,753
	1880	112,944	123,710	236,654
Reports from 73 counties	1881	111,655	125,633	237,288
Reports from 66 counties	1882	104,451	109,630	214,081
Reports from 71 counties	1883	125,598	141,398	266,996
	1884	129,203	149,373	278,576
	1885	142,177	154,430	296,607
(Last y'r under pr. diem sl'ry scheme)	1886	129,203	152,530	281,743
	1886-87	126,919	143,825	270,734
	1887-88	147,817	162,304	310,121
	1888-89	148,435	173,552	321,987
	1889-90	150,868	183,290	334,158
	1890-91	154,447	173,378	327,825
	1891-92	161,986	178,941	340,927
	1892-93	154,459	180,464	334,923

PERCENTAGE OF EDUCABLE CHILDREN IN PUBLIC SCHOOLS.

	White.	Colored.	Both Races.
1888-89	75.3	60.5	69
1889-90	75	64	66
1890-91	75	59	65.4
1891-92	75.5	59.3	66.4
1892-93	72.3	59.8	64.8

AVERAGE DAILY ATTENDANCE.

Scholastic year.	No. Counties Reporting.	Average No. days taught.		White.	Colored.	Total
1871	52	110		....	....	90,000
1872 ...	74	115		....	....	125,000
1873 ...	All ¾ year.	80		....	....	50,500
1874 ...	70	....		....	....	108,647
1875....	74	100		40,380	66,514	106,894
1876....	50	80		65,384	68,580	133,964
1877....	65	77		52,672	44,627	97,302
1878....	74	79⅓		63,318	71,658	135,976
1879....	74	77½		66,381	72,592	138,973
1880....	74	74½		72,881	83,880	166,761
1881....	73	78		76,647	85,417	162,064
1882....	59	79		61.738	73,578	145,316
1883....	63	76		68,946	85,517	154,463
1884....	74	77½		85,294	99,127	184,421
1885 ...	74	78		84,347	101,038	185,385
1886 ...	74	74		84,884	99,134	184,018
1886–87.	74	84		77,868	85,996	163,864
1887–88.	74	84		89,933	94,085	184,018
1888–89.	74	85		90,716	101,710	192,426
		County.	City.			
1889–90.	74	82	164	96,077	111,627	207,704
1890–91.	75 New co. ad'd.	82½	176	93,282	104,298	197,581
1891–92.	75	(*a*)96.6	170	96,818	100,457	197,275
1892–93.	75	102.6	160	93,099	101,894	194,993

	TEACHERS EXAMINED AND LICENSED.		SCHOOL HOUSES BUILT.				NO. PUBLIC SCH'LS TAUG'T		
	Examined	Licensed.	Log.	Fr'm'd	Brick	Total.	White.	Col'd.	Both Races.
1887–88	6725	5752	108	238	2	348	3154	2289	5443
1888–89	6819	6403	110	359	9	478	3348	2429	5777
1889–90	7677	6046	72	285	3	360	3430	2469	5899
1890–91	8795	7231	68	276	6	350	3528	2543	6071
1891–92	9434	7018	30	152	2	184	3557	2644	6201
1992–93	11,194	7266	29	211	...	240	3438	2548	5986

NUMBER OF TEACHERS EMPLOYED.—CLASSIFIED BY GRADE.

	White.			Colored.		
	1st Grade	2d Grade.	3d Grade	1st Grade.	2d Grade.	3d Grade.
1886–87	1546	1143	122	238	1067	742
1877–88	2178	1306	159	300	1236	1290
1888–89	2408	1319	172	394	1408	1298
1889–90	2942	1161	166	458	1481	1283
1890–91	3170	1017	147	550	1506	1156
1891–92	3711	816	107	672	1544	1072
1892–93	3350	805	141	595	1360	1246

(*a*) This average is obtained by dividing the total number of days taught by the number of pupils in average attendance. It calculated as for the preceding years, the figures for 1891–92 would be 83; and 87 for 1892–93.

AVERAGE MONTHLY SALARIES—NUMBER OF TEACHERS EMPLOYED.

	Salaries.			Number Teachers.		
	White	Col'r'd	Both Races.	White.	Colored.	Total.
1871			$50 00			3600
1872			51 32			4800
1873			50 00			1800
1874			46 92			3845
1875			55 47	2859	2109	4968
1876			39 87	2973	1005	3978
1877			29 20	2669	1459	4128
1878			27 85	2948	1813	4761
1879			30 26	3255	2112	5367
1880			30 00	3250	2314	5564
1881			30 07	3414	2644	6058
1882			30 03	2910	2272	5182
1883			32 68	3598	2793	6391
1884			28 73	3873	2933	6816
1885			28 74	4215	3124	7339
1886	$31 37	$27 40	29 62	3840	3012	6852
1886–87	34 44	25 24	30 37	3421	2692	6113
1887–88	34 52	24 05	30 07	3643	2826	6469
1888–89	33 97	24 16	29 16	4018	3097	7115
1889–90	33 37	23 20	28 37	4269	3222	7491
1890–91	32 41	22 54	27 74	4334	3212	7546
1891–92	32 33	24 52	29 34	4634	3288	7922
1892–93	30 45	22 31	26 96	4296	3201	7497

RECEIPTS AND EXPENDITURES FOR PUBLIC SCHOOLS.

	Receipts.	Expenditures
1871		$ 950,000
1872		1,136,987
1873	¾ of a year	492,500
1874		890,072
1875		985,600
1876	50 counties	417,760
1877	65 counties	481,215
1878	Not full reports.	592,815
1879	Not full reports.	641,548
1880	$ 739,026	830,704
1881	716,343	757,757
1882 65 counties	610,285	610,284
1883 73 counties	830,914	803,875
1884	872,320	799,932
1885 73 counties	867,396	840,776
1886	838,299	802,476
1886–87	972,807	839,797
1887–88	1,118,625	962,263
1888–89	1,292,273	1,117,111
1889–90	1,333,151	1,109,235
1890–91	1,304,014	1,169,088
1891–92	1,396,409	1,268,581
1892–93	1,392,927	1,192,844

SYNOPSIS OF THE TOTALS OF STATISTICAL TABLES—1891-'92.

	Total Both Races.	White.			Colored.		
		Male.	Female.	Total.	Male.	Female.	Total.
TABLE I.							
Teachers' Enum'n Educable Child'n in State	436,917	81,070	75,185	196,555	118,774	121,615	240,362
Assessors' Enumeration, 1892	516,183	111,644	102,775	214,419	156,924	144,840	301,764
TABLE II.							
Number Pupils Enrolled	340,927	84,292	77,694	161,986	87,915	91,026	178,941
Number Pupils in Average Attendance	197,275	48,495	48,323	96,818	47,704	52,753	100,457
TABLE III.							
No Teachers Eemployed:—First Grade	4383			3711			672
—Second Grade	2360			816			1544
—Third Grade	1179			107			1072
—Total	7922			4634			3288
Number Teachers Classified by Sex	7922	1903	2731	4634	1877	1411	3288
Amount Paid in Salaries	$ 1,035,728	$ 2814 87	$ 4002 86	$ 681,773	$ 2179 75	$ 1359 80	$ 3539 55
TABLE IV.							
Average Salary Paid per Month	$ 29 34	$ 33 12	$ 31 74	$ 32 33	$ 26 99	$ 21 24	$ 24 52
Number of Schools	6332						
Length of Term in Days (taking Co. as unit.)	83						
TABLE V.							
Number Schools Taught	6201			3557			2644
Number Line Schools	364						
Regular Districts for 1892-'93	5642			3144			2498

SYNOPSIS OF TOTALS.—Continued,

Line Districts for 1892-'93	318			259			59
Total Districts for 1892-'93	5960			3403			2557
Value of Houses and Lots	$ 1,259,155						
Value of Furniture	$ 141,335						
Number School Houses Owned by Co. or City	3030						
No. School Houses that are Private Property.	2504						
Kind of School Houses	Brick, 49	Framed, 4297	Log, 1363				
Number of School Houses Built in 1891-'92	Brick, 2	Framed, 152	Log, 30				
TABLE VI.							
Number Teachers Examined in Fall	5520						
Number Teachers Examined in Spring	3914						
Whole Number teachers Examined	9434						
Number Teachers Licensed	7018			3915			3103
Amount Collected for Institute Fund	$ 4392 00			$ 2357 50			$ 2042 50
Number Private Schools	491			423			68
Pupils Enrolled in Private Schools	23,688			19,942			3746
TABLE VII.							
Number of Pupils Studying Each Branch:							
Spelling	257,893						
Reading	259,198						
Geography	109,665						
Arithmetic	169,872						
Mental Arithmetic	64,485						
Grammar	80,643						
Composition	36,674						
U. S. History	54,865						
Physiology	13,955						
Natural Philosophy	7492						

SYNOPSIS OF FINANCIAL STATISTICS.

Amount Expended in the Scholastic Year:		
1. For each educable child	$	2 46
2. For each pupil enrolled		3 72
3. For each pupil in average attendance		6 43
Cost per month of each pupil in average attendance		1 33
FINANCIAL—(1891–92).		
Total Receipts	$	1,396,409 35
Total Disbursements		1,268,581 45
Balances reported forward		128,576 70
ITEMIZED RECEIPTS.		
From Polls	$	277,471 00
County Levy		325,817 00
City Levy		175,961 00
Chickasaw Fund		51,006 00
Sixteenth Section Fund		19,989 00
ITEMIZED DISBURSEMENTS.		
Salaries of County Superintendents	$	35,887 00
Salaries of Teachers		1,035,728 00

TABULAR EDUCATIONAL EXHIBIT 1892-'93.

STATISTICAL.

Population of Mississippi (U. S. Census 1890)	1,287,423
Number of Educable Children	516,183
Number Enrolled in Public Schools	334,923
Average Daily attendance in Public Schools	194,993
Number of Public Schools taught	5,986
Number of Teachers employed in Public Schools.	7,497
Number of Separate School Districts	58

FINANCIAL.

Total Assessed Valuation of Mississippi	$185,398,894
Total Revenues for Public Schools	1,392,927
Amount Expended for Public Schools	1,192,844
Amount Expended for State Institutions	128,128
Total Amt. Expended by State for Education	1,321,072
Amt. Expended by Separate School Districts	238,008

TOTALS OF THE STATISTICAL TABLES—1892-93.

	Total Both Races.	WHITE.			COLORED.		
		Male.	Female.	Total.	Male.	Female.	Total.
TABLE I.							
Teachers' Enumeration....................	456,005	103,801	97.588	201,389	126,818	127,798	254,616
No. Educable Children, (Census 1892)........	516,183	111,644	102,775	214,419	156,924	144,840	301,764
TABLE II.							
No. Pupils Enrolled........................	334,923	80,044	74,415	154,459	87,890	92,574	180,464
No. Pupils in Average Attendance....... ...	194,993	46,306	46,793	93,099	48,541	53,353	101,894
TABLE III.							
No. Teachers Employd; First Grade.........	3945	....	....	3350	....	....	595
No. Teachers Employed; Second Grade.......	2165	....	....	805	....	....	1360
No. Teachers Employed; Third Grade........	1387	....	....	141	....	....	1246
Total No. Teachers Employed..............	7497	....	....	4296	....	....	3201
Teachers Classified by Sex	7497	1755	2541	4296	1899	1302	3201
Paid in Teachers' Salaries	$ 970,112	$ 261,418	$ 375,080	$ 636,498	$ 207,839	$ 125,775	$ 333,614
TABLE IV.							
Average Salary Per Month.............	$ 26 96	$ 31 11	$ 29 99	$ 30 45	$ 24 00	$ 20 02	$ 22 31
Number of Schools.........................	5896	....	....	....	....	....	....
Length of Term in Days, (County as Unit)...	87	....	....	....	....	....	....
TABLE V.							
No. Schools Taught 1892-'93........... ...	5986	....	....	3438	....	....	2548
Number of Line Schools..................	341	....	....	....	....	....	....
No. Regular Districts for 1893-'94..........	5819	....	....	3297	....	.. ..	2522
No. Line School Districts for 1893-'94	352	....	..... .	295	. .. .	.. .. .	57
Total No. Districts Established for 1893-'94...	6171	....	....	3587	.. .. ..	....	2579

TOTALS OF THE STATISTICAL TABLES 1892-'93.—CONTINUED.

Value of Houses and Lots	$ 1,377,450						
Value of Furniture	1336 19						
Houses Belonging to County or City	27 61						
Houses that are Private Property	25 65						
Kind of School Houses	Brick 57	Framed 4200	Log 1093				
No. Houses Built in 1893		Framed 211	Log 29				
No. Teachers Examined; In Fall	7239						
No. Teachers Examined; In Spring	3955						
Total No. Teachers Examined	11,194						
Number Teachers Licensed	7266			3942			3324
TABLE VI.							
Collections for Institutes; from	$ 5880 45			$ 2831 95			$ 3048 50
Number Private Schools	493			414			79
Pupils Enrolled in Private Schools	22,859			10,578			3281
No. Pupils Studying Each Branch:							
Spelling	253,910						
Reading	252,283						
Geography	107,301						
Arithmetic	167,987						
Mental Arithmetic	59,234						
Grammar	79,156						
Composition	38,422						
U. S. History	55,116						
Physiology	18,829						
Natural Philosophy	8056						
History of Mississippi	5700						
Civil Government	4160						

SYNOPSIS OF FINANCIAL STATISTICS.

Per Capita Expenditures:	For each educable child	$ 2 31
	For each enrolled	3 56
	For each in av. attendance	6 11
Cost per month for each pupil in average attendance		1 19
FINANCIAL STATEMENT (1892–93).		
Total Receipts for Public Schools		1,392,927 14
Total Disbursements		1,192,844 16
Balance forward		200,082 98
ITEMIZED RECEIPTS.		
State Distribution (including polls)		920,000 00
From polls		252,942 00
From County Levies		66,386 00
From Separate School District Levies		109,778 00
From Chickasaw Fund		51,006 00
From Sixteenth Section Fund and Rents		28,586 00
ITEMIZED DISBURSEMENTS.		
Salaries of Superintendents		39,275 45
Salaries of Teachers		970,112 00
Number acres Township Land (unsold and rented)		67,764 00
Amount of Township Fund		201,320 29
Number acres of Chickasaw Land unsold		30,709 00
Assessed valuation of all property (1893):		
1. Real		113,409,358 00
2. Personal		48,764,536 00
3. Railroads		24,225,000 00
Total of State		$ 185,398,894 00

	Whites.	Colored.	Total.
Population, U. S. Census, 1890	539,703	747,720	1,287,423

NARRATIVE REPORT

OF

STATE SUPERINTENDENT.

From the statistical tables embraced in this biennial report the following facts are drawn:

A contrast of the scholastic year 1890–'91 with the year 1891–'92 shows:

1. An increase in enrollment of 7,553 whites, and 4,563 colored, making a total increase of 12,096 pupils enrolled in the public schools of the State.
2. An increase in average attendance of 3,536 whites, and a decrease of 3,841 colored.
3. An increase of 300 white teachers and 76 colored teachers, or 376 of both races.
4. An increase in first grade teachers of 541 whites, and 122 colored, or 663 of both races.
5. An increase in salaries of white teachers of $60,944, and of colored teachers $11,597.
6. An increase in white schools of 29, and in colored schools 101.
7. Number of school houses built, 184.
8. An increase in receipts for schools of $92,395, and in amount expended for schools of $99,493.

The year 1891–'92 was the last under the old constitution, and as shown above the progress of the public schools was marked in every line and element of growth.

A constrast of 1891–'92 with 1892–'93 shows:

1. A decrease in enrollment of 7,527 whites, and an increase of 1,523 colored; a net decrease of 6,004.
2. A decrease in average attendance of 3,719 whites, and an increase of 1,437 colored: a net decrease of 2,282.
3, A decrease of 361 first-grade white teachers employed, and a decrease of 77 first-grade colored teachers employed.
4. A decrease 119 white schools taught, and of 96 colored schools; and a decrease of 338 white teachers employed and 87 colored.

5. A decrease of $45,275 in salaries paid white teachers, and $20,341 paid colored teachers, a total decrease in salaries of $65,616.

Inspection reveals that among the whites a decrease is shown in every item, while there are marked gains among the colored in some instances.

It is not difficult to trace these effects to their unmistakable cause, the revenue system of the new constitution; but to appreciate fully their significance one must read what the Superintendents of the white counties say about the School Fund, in their narrative reports.

In Washington and Bolivar counties the colored population is more than eight times the white.

Washington had seven months public school at an average salary of $50.79 for whites, and $38.62 for colored.

Bolivar had five months at an average salary of $37.05.

In Jones and Smith the whites are five times as many as the colored.

Jones had a term of sixty-five days—only three and one-fourth months—at an average salary of $15.27.

Smith had a term of seventy-seven days at an average salary of $17.80.

In Adams and Yazoo the colored are three and one-half to one white.

Adams had 115 days at an average salary of $29.14, and Yazoo ninety days at an average salary of $32.80.

In Harrison and Webster the whites are three to one to the colored.

Harrison had a term of seventy-six days at an average salary of $21.04; and Webster had seventy-nine days at an average salary of $19.89.

These contrasts suffice to show the disastrous inequalities consequent upon the change in the revenue system for public schools.

In many of the white counties, where the population is sparse, salaries are so meagre that teachers can not be employed and the schools of many districts are not taught at all, while in others the patrons are compelled to supplement the salary paid by the county.

These inequalities must continue so long as section 206 remains in the constitution of the State.

During the last session of the Legislature I clearly pointed out through the daily press, that these results must inevitably follow the operation of Sec. 206 of the Constitution, and urged the submission of an amendment to correct the evil.

Unless such an amendment is made the progress of public schools in many of the white counties will be seriously impeded.

STATE DISTRIBUTION.

The State appropriation including polls for each of the years 1892–'93 and 1893–'94 was $920,000. This amount was apportioned to the counties, and separate school districts as the law directs, and the sum total so apportioned included the whole appropriation to a cent.

With the exception of certain amounts belonging to Brookhaven, Enterprise, Greenwood, Hattiesburg, and Sardis, all of the fund for 1892–'3 was distributed by Auditor's warrants and has been paid out.

THE POLLS.

Under the new Constitution the poll-tax was increased from one dollar to two.

The amount received from polls for the scholastic year 1892–'93 was $252,942, of which $5,229 are reported as collected after the June reports to the State Auditor, and consequently did not enter as a factor in the State distribution for the past scholastic year.

The poll-tax constitutes almost exactly twenty-five per cent. of the State distribution. To this extent then the voters of the State are required to pay equally in support of public schools. The total number of taxable polls in the State is 259,912. Only 126,471 paid the tax, leaving 51 in every 100 who pay nothing to the school fund.

In order to contrast the operation of the poll-tax law in the white and black counties the figures were tabulated in the following ten white counties: Alcorn, Calhoun, Choctaw, Covington, Itawamba, Leake, Marion, Pontotoc, and Smith; and in the following ten black counties: Bolivar, Claiborne, Coahoma, DeSoto, Holmes, Issaquena, Leflore, Lowndes, Monroe and Washington.

In the white counties the whites are three-fourths of the population; in the black counties the whites are one-fifth of the population.

The ten white counties received $87,226 from the State distribution. Of this sum they paid in polls $30,166, or 38 per cent. of the whole.

The ten black counties received from the State distribution $170,353, of which they paid in polls $32,459, or only 19 per cent. of the whole. The white counties paid practically the same amount in polls as the black counties, while the black counties received nearly twice as much from the State distribution.

In the white counties the poorest voter must share equally with the richest voter two-fifths of the cost of public schools, while in the black counties he must so share only one-fifth of the cost.

Schools in the white counties are proportionately more costly, because of sparse population which makes smaller schools and consequently a higher average cost per pupil.

These facts show conclusively that combining the polls with the State distribution as a part thereof, works very injuriously to the white counties.

PUBLIC SCHOOL RECEIPTS AND EXPENDITURES FOR 1892–'93.

The total sum received for public schools during the scholastic year 1892–'93 was $1,392,927, or $472, 927 in excess of the State distribution. It thus appears that the State support is equal to two-thirds of the total public school revenues. The receipts from the Chickasaw interest fund were $51,006; from interest on other permanent 16th section funds and rent of 16th section lands $28,586; from local levies in separate school districts $109,778; from county levies $66,386.

For education Mississippi expended in 1892–'93: Public schools $1,192,844; University $32,643; A. & M. College $30,750; Industrial Institute and College $23,325; Deaf and Dumb Institute $17,750; Blind Institute $8,161; Alcorn A. and M. College $13,000; State Normal $2,500. The expenditures for all purposes amounted to $1,321,012, a sum which is equivalent to a levy of 7.1 mills on the total assessed valuation of all property within the State.

Compare Arkansas 6.8 mills, Texas 4.8, New England States 4.4, Massachusetts 3.8, New York 4.5, and it will be seen that Mississippi stands in creditable contrast. But Iowa expended last year 12.3 mills, Illinois 14.4, Kansas 14.3, and Nebraska 18.7. Except Iowa these States expend twice as much proportionately to wealth as Mississippi.

Mississippi, however, leads among the Southern States, and ranks eighth among the States of the Union in the amount expended for education in proportion to valuation of property.

This is a comparative record of which the State should be proud.

The past decade shows a steady progress in our schools. The increase of our population from 1880 to 1890 was less than 14 per cent. The enrollment in the public schools has increased 20 per cent. within the last nine years, nearly doubling the rate of increase in population. Our average length of school term has been increased 14 per cent., and our expenditures 50 per cent.

THE ENROLMENT.

It is a matter of common assertion by the uninformed throughout the State that the negroes attend school better than the whites. The statistics for 1892-'93 show that 73 whites in every 100 of school age were enrolled in our public schools, while less than 60 in every 100 negroes were enrolled. The enrolment of both races was 64.8 per cent. of all the educable children. This is a remarkable enrolment when we consider that the legal school age in Mississippi covers 16 years, from 5 to 21.

According to the report of the Commissioner of Education (1889-'90) Kansas in 1890 enrolled 27.98 in every 100 population, which was the highest percentage in the United States, the average being 20.27. The enrollment of Mississippi for 1892-'93 was 25.97 in every 100 population which places us second in the Union when both races are considered.

But our enrollment of whites was 28.61 in every 100 of white population, which is greater than the enrollment of Kansas in 1890 by 63 in every 3,000 of the population.

It is thus shown that our white population, as measured by enrollment, are availing themselves of the educational advantages provided by the State to a greater extent than the people of any State in the Union.

AVERAGE ATTENDANCE.

The percentage of attendance calculated upon enrollment in the United States is 64.1; in Kansas 60.9; in Mississippi, (1892-'3) 58.2, the percentage of whites being 60.3, about the same as in Kansas.

We can possibly get the best estimate of the real patronage and use of the public schools by seeing what percentage of the whole population is in average attendance in the schools.

The number of children in every 100 of population is about the same in the different States—except possibly in a few of those recently settled.

The table below shows how many pupils were in average attendance for every 100 of population:

In the United States (1890)	13.
In Texas (1892)	14.7
In Alabama (1890)	12.
In Georgia (1891-'92)	12.2
In North Carolina (1891-'92)	12.2
In Missouri (1891-'92)	16.2
In West Virginia (1891-'92)	16.7

In Indiana, (1892)	16.9
In Kansas, (1891–'92)	16.7
In Mississippi, (1891–'92)	15.3
In Mississippi, (whites) (1891–'92)	17.75

This comparison shows that Mississippi, measured by this standard, is far above the average in the United States—more than 20 per cent. above—and that she stands in fair contrast with Indiana, Kansas and Missouri, States in which public schools have been long established and highly developed.

But the remarkable fact is that shown in the last item of the table, viz: that out of every 100 of our white population, there are in average attendance in our public schools more children than in any of the other States enumerated above. The difference between Indiana and the whites in Mississippi seems small, but it means that Mississippi has 1775 children in average attendance when Indiana has 1690 on the same basis of estimate.

This shows further, that our white population are not only depending on public schools for education, but that they are patronizing them with a regularity greater than that shown in the older States of the Union.

LENGTH OF THE PUBLIC SCHOOL TERM.

The average number of days the schools were maintained in the United States in 1891–'92 is 137, or six months and seventeen days.

In Massachusetts	171	In Virginia	118
In New York	185	In Georgia	100
In Maryland	185	In Iowa	158
In Ohio	165	In Kansas	127
In Illinois	155	In Texas	106

In Mississippi 96.6 days in 1891–'92, and 102.6 days in 1892–'93.

Inspection of this table shows the consensus of opinion in the United States as to the length of term. *Seven months* is the average time the schools are maintained. In all the States where public schools have been maintained for half a century or more, experience has demonstrated the necessity of at least seven months instruction each year, Nothing less will educate the people. We have tried the four months term for twenty years, and our schools have languished all along, have been unsatisfactory to pupils and people, have been in contempt because of inefficiency, have deluded the children and been a travesty upon serious and earnest education.

The average country school, as it has been conducted, could command the respect of neither pupil nor patron, and has served, in many instances, but to pension incompetent kindred of trustees, to blunt every educational aspiration of our youth, and rob them of precious days and golden opportunities. The time has come to stop dallying with so serious an interest of the commonwealth.

The towns of our State, recognizing the futility of a four months term, have organized into separate school districts, and annually raise enough money by local taxation to extend their term to seven months in all the smaller towns, and to eight, nine and ten monthe in the larger ones—the average term being more than eight months.

The new constitution diminished the revenues of many of the separate school districts and occasioned a stricter economy, and in some instances a shortening of the term; but in every case the towns have met the emergency, increased the local levy, and will maintain their schools eight or nine months.

The people in our towns have gone to great expense besides in building and equipping school houses. They recognize the value of education and are determined that their children shall have every reasonable opportunity in an educational line. To-day all our town schools are full to overflowing.

Now who will say that the eighty per cent. of Mississippi children residing in the country should have less education than those residing in towns?

Our towns are small—the country is Mississippi. The degree of intelligence that prevails in the country is the true standard of the State's intelligence.

We have not given the country children a chance to become educated. We can not do it by a four months term. The great mass of them are condemned to life-long ignorance and to the virtual bondage which surely follows illiteracy. This age of steam and electricity, and daily newspapers, makes intelligence the price of liberty.

A three mill county tax will extend the term to seven months.

The question of the three mill levy and the extension of the term was presented last summer through the county institutes, and notwithstanding the great financial depression throughout the land, the proposition met with general favor among the people of most of our white counties. In a few counties a tax was levied and the terms will be extended one or two months, and the superintendents of many other counties report that public sentiment is rapidly growing in favor of the levy.

In Prentiss county petitions asking the levy to be made were signed by 1,396 freeholders out of 2,100 in the county. The proposition was thoroughly canvassed in this county, and the result is a fair index of what the country people will conclude when the subject is pressed upon their attention.

In Claiborne county the three mill levy was made for 1892-'93, and again this year. This county is *facile princeps* among the counties in the character and quality of its schools. The schools of the county are all graded, the term is eight months, the attendance excellent, the progress of the pupils substantial and satisfactory, the educational interest of the people aroused and persistent. Country children in Claiborne can acquire an education as rapidly and as thoroughly as the children in any town in the State. Superintendent Regan deserves high commendation for his zeal and efficiency in projecting and executing this marked development in the public schools of his county. His narrative report is worthy of careful perusal.

Claiborne is a black county—three to one—and surely our white counties can do for their children what Claiborne has done for hers.

A three mill levy will raise the necessary funds, and will not be an oppressive school tax, while it will guarantee a seven months term to all the children of the county.

It is urged in some quarters that parents need their children to work and can not spare them seven months for school. This same fallacious plea has been set up in times past from Maine to Caifornia, but whenever and wherever the school terms were lengthened to eight and nine months, the people have sent their children to the schools and had them educated. The percentage of average attendance is greater today in their long term schools than in our short term schools.

Our people love their children no less than people in the other States; our people appreciate education no less; our people will patronize long term schools. The town schools and the schools of Claiborne are proof sufficient.

It may be added that in this age of enlightenment, and in this most splendid republic ever erected for the preservation of human liberty, there is no right, civil, moral or parental, inherent in father or mother to condemn children to the bondage of a lifetime of ignorance on the specious and enslaving plea that their services and labor are required at home.

PEABODY FUND AND SUMMER NORMAL INSTITUTES.

In the fall of 1891 a petition, signed by Bishop Galloway, Dr. Sproles, Major R. W. Millsaps and other prominent citizens of the State, was forwarded to the Trustees, requesting that Mississippi be reinstated as a beneficiary of the Peabody Education Fund.

The matter was not finally determined by the Trustees until their annual meeting in October, 1892, when the following report was adopted, as presented by Mr. Evarts:

"The Committee, to whom was referred the subject of the States of Florida and Mississippi, which at present do not participate in the distribution of the benefits of the Peabody Trust Fund, respectfully and unanimously report that hereafter these two States be admitted to a participation in the Scholarships of the Peabody Normal College on the same basis as the other States, but without reducing the amounts accorded to the other States. They further report, in regard to the general distribution of the benefits of the Trust Fund otherwise, that the States of Florida and Mississippi may receive a share in such manner of application and to such amount as the General Agent shall find useful."

In this act the trustees displayed a catholicity of spirit for which all Mississippi youth should ever be grateful; for it must be admitted that the restoration of the State as a beneficiary of the fund was an act of grace and not of obligation, either moral or legal.

At the close of the Peabody Normal Institutes for the summer of 1893, the following report was forwarded by the State Superintendent to Hon. J. L. M. Curry, the general agent, and published in his report of the Peabody Education Fund for 1893.

REPORT OF PEABODY NORMAL INSTITUTES.

"I have the pleasure to transmit a report of the Peabody Summer Normal Institutes, and to premise the report with a statement of the progress of our schools within the past decade, and of the present condition of education in the State.

"In ten years the enrollment in our public schools has increased 90,474, or thirty-nine per cent.; the average daily attendance, 35,417, or twenty-two per cent.; the number of teachers employed, 1500, or twenty-two per cent.; average length of term eight per cent.; the amount expended $412,000, or fifty per cent.

"Mississippi expends annually the equivalent of a levy of 7.2 mills upon her property, and Massachusetts expends 3.5 mills, while her per capita wealth is more than seven times ours. Public education has won the approval and indorse-ment of a great majority of the people. It has won the victory over prejudice, over poverty, over the opposition engendered by a large negro population who pay little tax, and whose schools are a heavy burden upon property owners. The people are beginning in earnest to back the public schools with their brains, their money, and their personal influence. Our best growth has been in public sentiment, and in its expression through a code of school laws which provide thorough organization and management of a State system of public education.

"Fifty-five towns are separate school districts, and maintain their public schools eight or nine months in the year. Within the past five years thirty of these have erected buildings costing from eight to fifty thousand dollars each. Most of them maintain high school departments of two or three years. Thus the wants of our urban scholastic population are adequately met. In addition to these we have two hundred and thirty proprietary high schools and denominational colleges, many of which do excellent preparatory work.

"Above these are our three State institutions for whites and two for colored. It is worthy of note that Mississippi has for twenty years maintained a colored Normal College, and until recently a Normal department in Tougaloo University, while she has made no similar provisions for white teachers.

"The average length of our public-school term is eighty-six days for the country and one hundred and fifty-four days for the towns. The minimum length of the term is four months; the maximum, eight months. The high schools and colleges are all open from eight to ten months annually. We are fairly well provided with facilities for secondary education, and the patronage of these schools has been quadrupled in the past five years.

"Our public-school teachers are licensed through uniform examinations held by examining boards, consisting of the county superintendent and two first-grade teachers. This system of licensing has been used for seven years, and has been the main factor in stimulating our teachers to become better qualified for their work. It is a moderate estimate to say that this influence alone has made our teaching corps twenty-five per cent. more capable of converting public-school money into education, while the reflex effect upon secondary schools has been of the most salutary character. Many incompetents have dropped out, and the whole corps has been toned up and strengthened.

"In 1892 county Institutes were introduced into our system. They are held in each county not less than one week each year, under expert conductors appointed by the State Board of Education.

"Another valuable feature introduced by this law is the professional circulating library. One such library is established in each county under the charge of the superintendent. We collect fifty cents Institute fee from each teacher examined, and the law authorizes twenty per cent. of this fund to be applied to the purchase of professional libraries. This fund is augmented from year to year by small contributions from the teachers. We thus enlarge our libraries, and hope in a few years to have the very best pedagogical works collected in each county for the free use of teachers. Some counties have already expended more than two hundred dollars for this purpose.

"With these stimulating and developing forces in active operation, when the Peabody Normal Institutes were opened this summer our public-school teachers seized the opportunity and attended in numbers which surprised us all.

"The attendance at the Oxford Summer Normal Institute reached four hundred and sixty-seven, whereas we expected not more than two hundred and fifty. The large number overwhelmed the faculty, and made it necessary to divide the Institute into four sections, thus quadrupling the work of each instructor, and calling into requisition several of our most eminent teachers, who volunteered their services. Most of the teachers spent the entire month at the Institute in earnest study. The attendance was largely composed of country teachers, who receive meagre compensation. It was inspiring to witness their eager efforts to reach a higher plane of proficiency. All applied themselves with commendable industry, and not one instance of misconduct occured. The director and faculty handled the work effectively, and with a degree of zeal and fidelity which cannot be too highly praised. A spirit of educational revival pervaded the whole assembly, inspiring all to their best efforts. Prof. J. U. Barnard, director, brought his practical judgment and tactful powers to bear at all points, with marked success. The equipments of the State University were freely used to great advantage, Chancellor Fulton assisting in every possible way to make the work profitable and successful. The assemblage of teachers in the Oxford Normal was three times as large as any previous congregation of teachers in the history of the State.

"The Institute at Lake Normal was conducted by Mr. W. Rose, of the Peabody Normal College. As director and instructor he won the encomiums of the two hundred attendants. The work at this Institute was of the most inspiring kind. The teachers bent their best efforts to study; notebooks were filled with outlines to serve as guides in subsequent self-improvement. The spirit developed in this Institute was remarkable. The teachers left with regret that the session was closed; but they carried home new light, higher ambitions, nobler educational aspirations, better conceptions of duty. Both at Oxford and Lake actual instruction in text-book matter was given, being combined with methods of teaching. Most of the poor teaching done is due to indistinct knowledge of the branches taught, and the crisp review of the public school curriculum will be of great advantage to our teachers. Primary work given both at Lake and Oxford by Miss Holman, elicited continuous interest from the teachers, and will lead to great progress in this kind of school work, which stands so sadly in need of scientific development.

"The attendance at Holly Springs Normal (colored) reached ninety, which was comparatively small. The Institute was provided with a competent faculty under Rev. E. D. Miller, president of our colored State Normal College. The teachers were enthusiastic, studious, and well-behaved, and derived great benefit from the month's study, which was adapted to their special needs. Our colored teachers, as a body, are improving their qualifications year by year. About one-sixth of them obtain first grade licenses, and the whole corps show a persistency of effort which in time must tell favorably on their progress in the profession.

"The Tougaloo Summer Normal is now in progress under a competent faculty, and has seventy-five attendants. The stringent times seem to affect the colored teachers' attendance more than that of the whites. Based upon attendance, the colored Normals have cost proportionately more than those for whites; but I hope the attendance will be better next year. Two hundred and fifty applied for enrollment, and the director tells me he expects at least one hundred and fifty to enter the Normal before the close of the session.

"As we had few trained and experienced men who could be appointed as conductors of our county Institutes, it was deemed expedient to use a portion of the Peabody appropriation to maintain a school in which our leading teachers could be taught how to hold Institutes. Accordingly we held a conductors' school at Oxford for two weeks under the charge of Superintendent J. M. Greenwood and Chancellor W. H. Payne. The conductors selected by the State board were required to attend this school, and it was made free to all others who desired to take advantage of it in qualifying themselves for Institute work hereafter. The two distinguished instructors won the admiration of the whole body of attendants,—forty-five in number,—and rendered an invaluable service to the cause of education, by placing us in possession of the best experience and highest ideals of means and methods for county Institute work. The money spent on this school will yield the largest results. The knowledge acquired by our teachers is a permanent increment of educational power. These conductors have been in the field since July 24, holding Institutes and stirring up a genuine educational revival among both teachers and people. At their meeting in June the trustees of the university established a department of pedagogy, and made the chair a full professorship. This recognition of the profession of teaching will tend to dignify it in the eyes of our people, and will elevate the tone of the teachers of the State. This chair will permanently articulate the university with the public school system, and will in time supply our schools with well-trained and scholarly instructors.

"Throughout the State there has been a general awakening of educational interest this summer. Reports were sent from the Normals to all the newspapers of the State, setting forth the work done, and urging the teachers in the future to prepare to attend these schools of review and professional training. So our remote rural schools will feel the beneficent results that will flow from the Peabody Fund.

"The county Institute conductors are everywhere urging the levy of local taxes to extend the terms of country schools to eight months. This is the next step we must take, and we are hopeful of getting the tax in many counties. Last year Claiborne county levied a three mill tax and maintained her public schools eight months. All her schools are graded, and we will try to induce other counties to follow in her footsteps. The prospect for public improvement is bright, and we feel now that we can reach the rural school and place it upon a plane which will enable us to educate the eighty per cent. of our children who reside in the country districts.

"I beg, in behalf of the people and teachers of Mississippi, to assure the honorable Trustees of the Peabody Fund of our high appreciation of their action in restoring the State to the benefits of the Fund, and to express the candid conviction that no equal sum of money expended by them has produced greater or more beneficent results than that appropriated for teacher-training in Mississippi in 1893. In the Peabody Normal College we have one vacancy, for which there are more than thirty applicants."

The foregoing report sets forth the main facts of the Peabody Institutes held this summer.

The attendance reached 916, of whom 728 were whites.

The benefits of this Summer Normal work cannot be adequately estimated except by those who were actually witnesses of it. No single educational movement in Mississippi has touched the teachers so potently and so permanently. It aroused their enthusiasm and filled them with higher aspirations and firmer purpose to become better qualified in their profession.

We received for this work $2500 from the Peabody Fund and $140 contributed by the counties in which the Normals were held.

The Oxford Normal and the Lake Normal alike were overcrowded. Next year we should hold at least four of these institutes in the four quarters of the State.

It is cheaper to take the institutes to the teachers than to take the teachers to the institutes. With only two institutes in the State, many teachers and particularly those who most need the instruction, cannot afford to attend.

The amount received from the Peabody Fund is inadequate to support even two institutes; hence, if the number be increased, the State must appropriate the means to meet the additional expense.

The only way to have better schools is to provide better teachers.

All other States and countries recognize the necessity and economy of State provision for teacher-training.

Mississippi has no Normal College for white teachers, and has never spent a dollar to equip professionally those who are to teach the white children of the State.

Last year Texas appropriated $6,600 to supplement the Peabody Normal Institute support fund in that State, and Arkansas appropriated $7,350 for the same purpose.

Both of these States have Normal Colleges sustained at public expense.

Our teaching corps is not what it should be. All of them can be improved. Through the weaker members of the profession we are annually wasting not less than $250,000, besides robbing the children of their time. Much of this waste can be prevented, and a large part of this money can be converted into education. The remedy for both evils is better teachers.

These considerations induce me to recommend and earnestly urge the appropriation by the State of $1,500 to supplement the Peabody Fund in the maintenance of summer Normal Institutes.

With this amount we can place the Institutes within reach of two thousand teachers each year. Such an uplift would be of incalculable benefit to the children of the State.

Nine hundred Mississippi teachers last summer invested in self-improvement more than ten times this amount. The State should open the way and help this mighty movement forward.

The teaching corps has improved twenty-five per cent. in qualifications within the past seven years through the stimulus of uniform examinations and other agencies. This means that they are capable now of converting into education twenty-five per cent. more of the million dollars spent on public schools.

The agencies now at command can do little more for their elevation. We must supply new agencies if we mean to reach a still higher standard.

Dr. Curry in his last report has this to say on the subject of Institutes:

"Universal education must lie at the foundation of all governments with representative institutions, and of all civilization which is to be promotive of the highest good of humanity.

"The Institute work, as will be seen, has been unusually vigorous. It has given me much anxious thought and labor, and will need yet to be pressed on higher and more enduring plans. To prolong the sessions; to have a systematic and continuous course of study, running through several years; to require trained experts as conductors; to dispense with all instructors who are not adepts in their particular branches; to rise above local prejudice and selfishness; *to obtain permanent and sufficient local and State support for these necessary agencies*, will demand several years of patient and wise effort. Normal Schools and Institutes are our principal reliance for getting rid of the shameful inefficiency of many of our public schools. Higher standards of professional attainment are necessary."

In recognition of the liberal action of the Peabody Trustees and in appreciation of the efforts they are making in our behalf, as well as for the permanent progress of our schools, an appropriation of at least $1,500 should be made to extend our summer Normal Institute work.

COUNTY INSTITUTES.

In 1892 the school law was changed so as to require an Institute, of not less than five days, to be held annually in each county for each race. Expert conductors are appointed by the State Board of Education for this work.

The Board, desiring to develop home talent for this line of professional service, and thereby secure to the State a permanent increment of educational power, decided to establish a training class, to continue in session two weeks, for the purpose of instructing conductors in the technical duties of Institute work. Mr. J. M. Greenwood, Superintendent of the Kansas City public schools, one of the very strongest Institute men in America, was employed as Director, and held the school at the University in June. The expenses were paid out of the Peabody Fund.

Dr. Payne, the distinguished Chancellor of the Peabody Normal College, was present the second week and delivered several lectures to the conductors.

The privileges of the school were extended free to all who chose to attend. Forty-five attendants were enrolled.

There were seventy-one applicants for the position of County Institute Conductor. Before making selections, the Board of Education required each applicant to submit a syllabus of Institute work such as in his judgment would be suitable for use in County Institutes, and to file a statement of his educational qualifications and his professional training and experience.

From this evidence, and from personal knowledge of the applicants, twenty-six Conductors were selected, their appointment being conditioned upon attending the Conductors' school.

The State was divided into Institute districts, each consisting of five or six contiguous counties, and at the close of the session two Conductors were assigned to each district, one to hold the Institute for whites, and the other that for colored teachers. The Conductors alternated so that each held some of the white Institutes of the district, and in some counties they exchanged Institutes in the afternoons.

The compensation was fixed by the Board of Education, and amounted to about forty dollars per week, which was paid out of the Institute fund of the various counties—a fund arising from the examination fees paid by teachers. In counties where this fund was insufficient, the Board of Education, as authorized by law, allowed a draft not exceeding $40 on the public school fund of the county.

Institutes were held in all the counties of the State except Pearl River, whose Conductor, through an error of the State Superintendent, was sent to Marion county.

The attendance upon the County Institutes numbered 2123 whites and 1908 colored—a total of 4031.

It will thus be seen that a large percentage of our teachers incurred the voluntary expense of a week's attendance, and devoted a week of their time to improvement of their qualifications.

From the various syllabi submitted, the Board of Education compiled and had printed an Official Syllabus and Program, which was distributed, through the county Superintendents, to the teachers, and served as a guide to the work done in the Institutes.

The Institutes were organized and conducted with fair success in most counties, and with the experience of the past year we may hopefully look forward to better results in the future, when people, teachers and conductors come to measure and appreciate fully the potency of this valuable factor of educational progress.

The following extract is taken from the report of Chancellor Payne to the Peabody Trustees:

"*Progreess in Education.*—Rapid progress is being made throughout the South in the maintenance of public schools, and a rising tide of popular sentiment is daily gaining strength in their support. The quality of the instruction given is steadily rising as the influence of Normal Schools and Institutes is becoming effective. The State school systems are managed by men who are thoroughly devoted to the cause of popular education, and with the resources at their command their achievements are almost heroic.

"The most pressing problem is the professional education of teachers, and the attention of public school men is now directed to the organization of Normal Schools and Teachers' Institutes. The Institute being an extension of the Normal School, is the only agent that can affect the great mass of those who teach in the public schools, and its management has therefore become a matter of the first importance. I have quite recently made a professional visit to Mississippi, and the Institute system of that State, as administered by State Superintennent Preston, seems to me the typical one. At Oxford there was a two weeks' session of an Institute for the training of county Institute conductors. These men were taught by a specialist, Dr. Greenwood, of Kansas City, and after the training was over they went two by two into the counties of the State, and conducted Institutes in accordance with the ideas and methods which they had been taught at Oxford.

"This item of current history seems to me worthy of special note, because it indicates the new spirit which is now fostering the public school in the South."

SCHOLARSHIPS IN THE PEABODY NORMAL COLLEGE.

In addition to the $2,500 received from the Peabody Fund for Normal Institute work, Mississippi was granted twelve scholarships in the Peabody Normal College at Nashville.

Each of the twelve students receives from the Peabody

Fund $100 per session, and his actual traveling expenses to Nashville and back.

The scholarship appropriation was $1,500, making when added to the sum given for Institutes, a total of $4,000.

Scholarships are valid for two years and are awarded upon competitive examinations, but owing to insufficient time to hold examinations after notification of the vacancies, the places were filled for 1892 and 1893 by the State Superintendent.

Five of the scholarships were given to Mississippi students who were at the time attending the College at their own expense, and there were fifty eager applicants for the other seven places.

These students are making commendable progress, and have pledged themselves to teach two years in the public schools after the completion of their course.

TOWNSHIP LANDS.

The Land Commissioner's report shows that there remains unsold 30,709 acres of Chickasaw lands. The reports required by the Code of 1892 have not been made to his office, hence it is impossible to state the acreage held in the Choctaw counties.

From reports sent to the Superintendent's office by county treasurers, it appears that the Choctaw counties still hold 67,764 acres of township land, including 16th sections which have never been leased, and those leased for a short term of years at an annual rental.

Some county treasurers failed to report this item, and the total given above is the sum of the acreage reported for the various counties given under the head of Township Funds in the statistical tables.

The total permanent township fund held by the Choctaw counties is $211,370.29, and the receipts from interest thereon and rent of lands amounts to $28,585.88.

The disbursements for township schools in 1892–'93 were $23,264.86; the balances forward as reported are $14,938.64.

Under the present school law the available township fund is merged into the county public school fund and must be used in extending the term of the public schools of the various townships to which it belongs.

This is a salutary provision as it places the township funds directly under the control of the county superintendent and insures its expenditure in the maintenance of the schools.

The only power left township trustees is to decide whether the available fund shall be used for extending the term, or shall be applied to building and repairs.

With the short term of lease required in the Code of 1892, the receipts will be largely increased, and the utter waste which has so long prevailed will be stopped. The 16th sections have been for many years regarded as objects of legitimate plunder.

Under the present law abstracts of titles are required to be made for all the 16th sections in the State, and not until this work is completed will we be able to present the real condition of our township lands.

ENUMERATION OF EDUCABLE CHILDREN.

The enumeration of educable children made by the assessors in 1892, shows 214,419 whites and 301,764 colored children in the State, an increase of 15,590 over the previous enumeration.

The whites are 39.72 per cent. of the white population given by the United States Census of 1890; the colored 40.35 per cent.

The present school law imposes upon the State superintendent the duty of approving and accepting the assessors' rolls of educable children.

Of the seventy-five rolls filed in 1892, only twenty-three could be accepted and approved without being returned for corrections of errors. Some rolls were found so short that additional enumerations had to be required; and in others, duplicates were entered, thus enlarging the list.

In the two years for which these rolls serve as the basis of the State distribution, the county receives $3.56 for each name on the list. Hence it is highly important that the list be correct. The task of revising and correcting these rolls is very arduous and requires close and patient expert inspection. Errors were corrected in some counties which amounted to more than $1,200; and the total changes effected a difference of nearly $60,000 in the State distribution.

Errors of every conceivable kind appear in the rolls. It would require the work of an expert for not less than three months to eliminate these errors.

Only the most glaring errors were touched in the rolls of 1892—and I am positive that errors yet remain amounting to thirty or forty thousand dollars. It would pay the State to employ a clerk in this office to attend to this business alone—so that each county shall get its exact share of the school fund.

By the last enumeration Bolivar gained 3,576 children, by which gain this county alone will in the two years receive $12,730 more than under the preceding enumeration; and

Warren county lost 3,829 children, which entails a decrease of $13,631 as compared with her preceding roll.

These two counties show the maximum irregularities, and serve to show the necessity of close scrutiny and supervision of the rolls.

SEPARATE SCHOOL DISTRICTS.

In the last two years the number of separate school districts has increased from forty-one to fifty-eight, showing that our towns and villages are forging to the front in providing school facilities for their children.

Several of the smaller towns have enlarged their school districts by embracing some adjacent rural territory upon petition of the freeholders thereof.

The schools of all the separate districts are reported as being in a flourishing condition and crowded with pupils to the limit of their capacity

As indicated in the last biennial report, these municipalities had to make, in most instances, a slight increase in their local school tax; but no serious hindrance of their progress and efficiency has been occasioned by the change in our school revenue system.

The increase in the number of separate school districts and their steady progress, indicate the healthy tone of public sentiment which follows great local effort in behalf of schools.

The course of study in nearly all of these schools is sufficient to prepare students to enter the Freshman class of the University and the other State institutions. They are, moreover, contributing to the rural schools many well-prepared, active and progressive teachers.

Numerous changes of principals and superintendents have taken place within the past few years, indicating that the people are seeking stronger men to conduct their schools.

A system of schools seldom rises above the ideal of the principal or superintendent, and most often is but a reflection of that ideal.

The chief function of trustees is to put the right man in charge of the schools.

The quality of manhood in a principal is a silent molding power that stamps its impress on the character and destiny of every pupil. It operates not simply in the school room and on the play ground, but follows children into their homes, is with them during vacations, and registers itself in their conduct as future citizens of the commonwealth.

Most of the separate school districts have provided school libraries. Their narrative reports reveal general activity among the superintendents and principals on this line of development.

It is notable, also, that the high schools and colleges are improving their library equipments and that special efforts are made to cultivate the reading habit among students.

The stimulus exerted by these examples and by the professional teachers' library at the county seat will no doubt soon reach the country schools, and induce corresponding activity there, in establishing

DISTRICT LIBRARIES.

A library composed of popular and standard literature is a necessary adjunct to every public school.

The highest function of the public school is to create and cultivate the reading habit. Herein lies its chief power to promote culture among the masses.

Our country homes have but few books, and these generally of a kind unattractive to children. Many young people are reaching the age of maturity without ever having read a book.

Our schools must set to work to collect small libraries of readable books and place them in the hands of the children. A little co-operative effort by the neighborhood will supply the means to purchase twenty or thirty volumes. Even this small number, if well selected and wisely used by the teacher, will suffice to lead the pupils into communion with the great apostles of the world's thought, to create within them a new source of happiness, to uplift them ultimately to a state of intellectual freedom.

PROPRIETARY HIGH SCHOOLS AND COLLEGES.

In addition to our separate school districts we have 233 high schools, academies and colleges. The enrollment in these institutions for 1892–'93 was 22,859, and all of them give more or less secondary instruction.

These schools include all denominational institutions, and except eight or ten, are conducted upon the co-education plan. Most of them are effective factors in the education of the youth of the State.

Nearly all of them during the public school term conduct their departments below the high school as public schools.

A high degree of credit must be conceded to a majority of these institutions; but some of them are unworthy of the patronage they secure through artful and delusive pretenses.

When a school claims that in one year it can teach a course of mathematics from algebra to calculus, or can give a classical education in two years, the wise parent will conclude that it is a humbug and look for another school in which to educate his child.

We need to get rid of all such educational shams.

SECONDARY SCHOOL STUDIES.

In their courses of study the schools of the State exhibit marvelous variety. Each seems to set its own standard.

This condition and the importance of the subject, warrant the publication of the following extract, which contains the conclusions of the best American expert authority on the question:

"The report of the committee of ten appointed by the National Educational Association, at Saratoga, in the summer of 1892, to make an investigation of secondary school studies in the United States, has been transmitted to the Secretary of the Interior.

Commissioner of Education Harris pronounces it the most important educational document ever published in the country. It is a lengthy presentation of the results of a careful examination of the whole field of secondary education as conducted in private academies and public high schools.

Nine sub-committees were appointed by the main committee, each being devoted to one subject of the course of study in secondary education.

The ninety persons appointed on these sub-committees represented all sections of the United States.

At these meetings proper limits of subjects of instruction in secondary schools, best methods of instruction and of testing pupils' attainments were considered, and numerous recommendations made in the committee report, embodying the conference reports.

The Greek conference recommends that the average at which pupils now enter College be lowered and that no addition be made to the advanced requirements in Greek for admission to College.

The mathematical conference recommends that the course in arithmetic in elementary schools be abridged and only a moderate assignment of time to algebra and geometry be given.

The conference on geography report that too much time is given to the subject in proportion to the results secured. It recommends that the early course in geography treat broadly of the earth, extending freely into fields which in later years of study are recognized as belonging to separate sciences.

There is a tendency in all conference reports to urge that their special subjects be taught at an earlier age than is now practiced. It is recommended that the elements of botany and zoology be taught in the primary schools, that systematic study of history be begun as early as the 10th year, the first two years of study being devoted to mythology and biography, and that nature studies form an important part of the school course for the beginning.

All the conferences on foreign languages agree that the introduction of two foreign languages in the same year is inexpedient, and insist on practice in reading the foreign language aloud and use of good English in translating; on translating at sight and in writing.

All the conferences on scientific subjects advocate laboratory work as the best means of instruction and dwell on the utility of the proper use of the laboratory note book.

The conference on English recommend that the study be pursued in high schools during the entire four years, assigning an hour a week in the third year to rhetoric.

The committee will make a standard of four periods a week to nine of the principal studies.

The report continues: 'Ninety-eight teachers intimately concerned with the actual work of American secondary schools unanimously declare that every subject which is taught at all in a secondary school should be taught in the same way to the same extent to every pupil so long as he pursues it, no matter what the probable destination of the pupil may be or at what point his education is to cease. For all pupils the allotment of time and the method of instruction in a given school should be the same, year by year.

'It has been a general custom in American high schools and academies to make up separate courses of study for pupils of supposed different destinations.'

The principles laid down by the conferences will, if logically carried out, make a great simplification in secondary school programmes. In order to introduce the changes recommended teachers more highly trained will be needed in both the elementary and secondary schools.

The committee believes much would be gained if, in addition to the usual programme hours, a portion of Saturday morning should be regularly used for laboratory work in the scientific subjects."

STATE INSTITUTIONS.

Our State institutions for higher learning have had prosperous years of work. Detailed accounts of their operations may be found in the Narrative Reports published in a subsequent part of this volume.

The Mechanical Department at the A. & M. College has enlarged the usefulness of this successful institution and opened the way to another sphere of industrial pursuit for the young men of the State.

The Industrial Institute and College made an Exhibit at the World's Fair which elicited enquiry and commendation by distinguished educators from the other States of the Union and from Europe.

The establishment of a DEPARTMENT OF PEDAGOGY in the University is a step of progress which reflects credit upon the wisdom of the trustees of this great insitution of learning.

The department of pedagogy will articulate the University with the public school system of the State and by degrees put University men at the head of most of our town and city public schools, which will unify and harmonize our educational work.

Young men and women of the State who wish to become teachers will turn to the University for professional instruction, and the people will naturally apply there when they wish scholarly and well-trained teachers.

With no Normal school in the State, this department should be crowded from year to year by those who aim to make themselves better teachers. The day is not far distant when an applicant without professional training need not appiy for a position in any important public school in Mississippi. The sooner trustees exact professional training as a condition precedent to election, the speedier will be the progress of their schools..

Already there is happily a growing tendency in this direction. Many scholarly young men have been rejected within the past few years simply because they had no professional training. Scholarship is of prime importance. No acquaintance with methods and devices can take its place ; but it is equally essential that the scholar be trained to teach, if he expects to meet the demands of any position of prominence in our schools.

The people are fast learning that the very worst investment they can make is to employ a poor teacher for their children, and the day is at hand when teachers must invest liberally in the acquisition of professional training before they enter the profession, and must annually spend a part of their salaries in self-improvement.

The tension in this respect was manifested by the large attendance upon the summer Normal Institutes and county Institutes the past year.

The demand for better trained teachers was behind that great movement. This demand will become more urgent from year to year as parents appreciate more fully the almost criminal squandering of their children's time under an incompetent teacher.

CHAIR OF PEDAGOGY IN THE INDUSTRIAL INSTITUTE AND COLLEGE.

Eighty per cent. at least of the young women educated at the Industrial Institute and College become teachers. There ought to be established in this institution a chair of pedagogy and a course of study which would give thorough technical training to this large percentage of the students. Teachers are the output of the institution—teacher-training should be the emphasized work in the institution.

At the last State Teachers' Association, after a full discussion of this question, a committee was appointed to memorialize the Legislature to make a liberal appropriation for this purpose.

I quote below from the annual address of Prof. J. M. Barrow, delivered before the State Teachers' Association at the opening of its session December 28, 1892:

"Let us take up the second qualification of a teacher—a knowledge of the science and art of teaching—and see what can be done with our present resources and agencies in giving to young teachers this requisite.

To teach pedagogics successfully in our Colleges would require a separate Chair, filled by a strong man or woman, allowed to teach nothing else. To attach to it some other Chair would be fatal to its success, as is shown conclusively by the history of all such efforts. If our State University and the Industrial Institute and College cannot secure the means for the support of such departments, in addition to those they already have, let them abolish some they now have, and put in their place Chairs of Pedagogics.

It does seem it would not be difficult to convince an intelligent trustee that teachers are as useful as lawyers, and that their work is equally as difficult, and therefore needs quite as much special preparation. Our Industrial Institute and College trustees are fully aware that fifty of their graduates become teachers where one of them becomes a book-keeper or chemist. Yet they have a special department of book-keeping, and a great deal of time is given to chemistry. It ought not, therefore, to be difficult to convince them that they have departments in the school less helpful to their graduates than a normal department.

From my point of view, it seems that such departments should not only be established, but their course of study should be made compulsory, at least in the Industrial Institute and College. In this school nine-tenths of the graduates expect to engage in teaching, hence should have a normal training. Should not, therefore, the course of study be arranged for the benefit of the nine? There can be but one answer to this question. In this State, where the almost the only industry open to women is teaching, every girl should, if possible, be given a normal training whether she expects to teach or not. A large percentage of the women now engaged in teaching never contemplated such a thing when at school. It is true many of our girl graduates teach only for a short time and then marry. This fact does not at all lessen the value of her pedagogical training. In the language of a distinguished educator, "In preparing to teach, girls are giving themselves the best possible preparation for the only work that is more important than that of the teacher—the work of the mother." Every observant teacher realizes how important it is that the mothers know something of school teaching, and how helpful is their co-operation, when wisely given."

The department of pedagogy in the University will not be able to supply our demand for trained teachers, and should be followed by the establishment and maintenance by the State of at least two good

NORMAL COLLEGES

to train white teachers for the country schools. The course of study should embrace the public school curriculum, with the additional subjects of English literature, the elements of algebra and geometry, methods and science of teaching, and psychology.

The deplorable leakage of our public school system is through inefficient teachers in the country schools. This waste of power can be prevented by putting good teachers in the places now held by poor ones.

The State must undertake this work if it is to be done. It would be wise to expend for this purpose $20,000 a year of the State distribution. At least $200,000 of the public school fund is wasted annually in the salaries of teachers who do not and can not convert it into education. Would it not be wise to expend 10 per cent. of this to prevent the waste of the rest of it? Would it not be wise to expend even more than 10 per cent. of it to save the priceless time of the 50,000 children who yearly fall into the hands of these incompetents? There is but one answer to these questions. The State owes this duty to the 80 per cent. of her children who reside in the country. The enormous waste of time and money is going on and will continue until the State provides and places a competent teacher in each of the country schools.

THE TEACHERS.

The summer of 1893 marks a new era among our public school teachers. The State never before witnessed such striving for higher qualifications. Estimating the average expenditure of the 912 attendants upon the summer normal institutes at $15.00 (an estimate below rather than above the outlay), and that of the 4,031 attendants upon the county institutes at $2.00, we find that our teachers invested about $22,000 in fitting themselves for stronger work in the school room.

This is a proof of the spirit that now prevails among them, and with proper facilities they will invest twice as much annually hereafter. It is difficult to measure the direct increment of power that will result from this great activity and struggle for higher attainments. It has quickened the pulse and sent new blood bounding through all the veins of our educational system.

The inspiration these teachers received is diffusing itself throughout the State, touching with beneficent power the hearts and intellects of the youth in the remote rural districts as well as in the large graded schools of our towns and cities.

No man could stand before these teachers without feeling the cogent earnestness of purpose that dominated them,—without honoring them for the heroic sacrifices they were making to fit themselves better to instruct the children of the State In a period of unprecedented financial stringency more than 60 per cent. of the entire teaching force of the State availed themselves of the professional opportunities for improvement. They merit praise; they should have cheaper facilities for further advancement; they deserve better salaries and longer terms.

TEACHERS' PROFESSIONAL LIBRARIES.

Under the law allowing 20 per cent. of the surplus institute fund to be invested in works on teaching, to be kept by the county superintendent for the use of teachers, more than half the counties have purchased libraries containing from twenty to three hundred volumes each. At the county institutes the past summer, contributions were made by the teachers for enlarging these libraries and for the purchase of libraries in counties where none had been procured, so that by the end of the present scholastic year nearly every county will be provided with the best works on teaching. These libraries will be increased from year to year, and in a short while the public school teachers of Mississippi will have free access to the very best educational thought of the world. Our teachers can now pursue a course of professional reading with no outlay for books; reading circles and associations can be formed to master prescribed courses; educational theories can be studied in the light of daily experience. The establishment and use of these libraries will ultimately exert a potent influence in uplifting the teachers and bringing them to a true appreciation of the dignity of their profession.

INDIAN SCHOOLS.

In 1893 five Choctaw schools were taught by H. S. Halbert and W. W. Cammack, teachers who had been specially licensed by the board of education for this work. An interesting report of Indian schools may be found in this volume, after the narrative reports of the State institutions. We hope in a few years to bring all the Indian children into the schools, and to have them instructed by competent teachers.

TEACHERS' ASSOCIATIONS.

The State Teachers' Association and the three District Associations have held their regular annual meetings for the discussion of questions bearing upon our educational interests.

The attendance at these various meetings has increased, while the papers and discussions show that our teachers are viewing subjects in a broader and more scientific aspect.

These voluntary associations annually contribute to the growth and progress of our schools, and are free-will offerings made by the profession for the good of the cause they represent.

A REFORM SCHOOL FOR JUVENILE OFFENDERS.

In connection with the disposition of the convict question, I respectfully recommend that a reform school be established for juvenile offenders.

Thirty States maintain such institutions. Mississippi, whose people have always made benevolent provision for the unfortunate of her population, should now undertake the protection and reformation of youthful criminals.

This can be done at small expense. It has been demonstrated in those States where such institutions are maintained, that they may be made almost self-supporting under the farmstead and cottage systems. For a full discussion of this subject I refer to the report of the Commissioner of Education (1889-'90) volume II, page 1063, from which the following quotation is taken:

"In all active measures for the reformation of the disreputable portion of society there is noticeable an element which, for want of a better term, may be called faith in human nature. Yet it is not mere faith in human nature that is to be so much noticed as the faith in the power of reason to sway and habit to mould a human being into the course of conduct that society finds necessary for its preservation and approves. It is quite natural that in a Christian community this belief in the permanent possibility of redemption of the vicious should find its strongest support. It is not improbable that the very origin of the belief was due to Christianity. The stages of the growth of the effort to prevent crime seem to be these: To prevent the orphan or the child abandoned by its parents from coming in contact with vice; then to reform those contaminated by such contact; and finally, the reformation of grown criminals.

At first the efforts made in this direction were a matter of charity, though conducted under church, or at least clerical auspices. But finally the State, solicited to lend pecuniary aid, has assumed or is assuming complete or partial charge of the work. In the early efforts of the church, enthusiasm supplied the place of method which was gradually developed as experience showed the way. State control was particularly favorable to this development of the art, so to speak, of reformation, as the expense of giving form to new ideas if more readily borne, generally speaking, by the public purse than by the purses of many charitably disposed persons.

From a practical, that is to say, administrative, standpoint the key to the conundrum "What shall be done with these children that they may be saved" seems to be in providing them with a good home, which is universally allowed to be the best possible place of discipline for them. To this end two methods have been employed, one old and requiring the services of an agent to visit the boys at the farmsteads where they have been received, the other, of comparatively recent origin, which consists in furnishing a similitude of a home to a few boys selected from a moral point of view for their fitness to consort with one another."

RECOMMENDATIONS.

1. For the reasons set forth in treating of the Peabody Normal Institutes, I respectfully urge that an appropriation of $1,500 a year be made to supplement the Peabody Fund in the maintenance of two additional Normal Institutes.

2. I recommend that the State appropriation for public schools be $930,000.

The appropriation in 1892 was designed to give $1.80 to each educable child, but the increase in scholastic population reduced the per capita to $1.78. The enumeration to be made in 1894 will show a still further increase. This will require an increased appropriation if the per capita is to be kept up to $1.78, which should certainly be done in view of the present straitened condition of school finances in so many white counties.

HISTORY OF MISSISSIPPI AND CIVIL GOVERNMENT.

These two important branches of study were added to our public school curriculum by the law of 1892, and in accordance with the statute the Board of Education provided for an adoption to be made on October 24, 1892.

Lowry and McCardle's History of Mississippi and Peterson's Civil Government and Macy's Civil Government, were adopted in most of the counties.

CONCLUSION.

In the elements of real progress and solid advancement, the past two years cover a bright period in the history of popular education in Mississippi. Better teachers, longer school terms, increased interest and earnestness among the people, mark the highway of our achievements.

With a practical and systematic school law which needs but time for its effective execution; with uniform State examinations, county institutes, a department of pedagogy in the University, Peabody summer normal institutes and teachers' associations continually making the teaching corps stronger by impelling them to higher attainments; with public sentiment in favor of the schools broadening and deepening year by year, our educational forces are fairly organized for effective work.

In the way of further advancement there is but one serious obstacle, viz: the short term of country schools. If Mississippians mean to educate their children the term of country schools must be extended to seven months.

People are leaving the country and moving to the towns. Ask the reason and nine times out of ten the answer is: "We must educate our children and we can't do it in the country free school."

Do the country people want the rest of the nineteenth century to find out that the four months school is inadequate to educate their children, and that they must rely upon self-help to make their schools equal to those in towns? I do not believe it; but trust that they will squarely face the fact and set to work at once to provide the remedy.

Clustered near the center of our educational system and standing as beacon-lights to invite and welcome all youth to the realms of higher learning, are the five State institutions with a student-body of more than 1,300, and the noble charities for the deaf and the blind; in the band encircling these stand the 233 proprietary high schools and colleges with more than twenty-three thousand students; in the succeeding band are found fifty-eight separate school districts with courses reaching from the high school to the primary and kindergarten, which give tuition to 25,802 of the children residing in towns and cities; while still beyond is the broad band that holds 5,736 village and country schools, the real schools of the people, wherein are enrolled 309,121 pupils under the instruction of 6,986 teachers.

This outer circle, in which 80 per cent of our future population must receive all the schooling they will get, needs the fostering care and best business sense of our legislative bodies, and the frank, unfaltering support of every man who loves Mississippi and desires to promote her welfare and progress by diffusing among the people the uplifting power of universal enlightenment, which is the one sure and stable base of all enduring civilization.

Respectfully submitted,
J. R. PRESTON,
State Supt. of Pub. Education.

Expenses of the Education Department.

	1892.	1893.	Total.
Printing	$ 2018 31	$ 2578 75	$ 4597 06
Express	244 15	76 20	320 35
Postage and Telegrams	319 15	242 69	561 84
Traveling	14 60	....	14 60
Contingent	5 15	2 60	7 75
Total	$ 2601 36	$ 2900 24	$ 5501 60
Salary of State Superintendent	2000 00	2000 00	4000 00

NOTE—The account for 1892 includes the following amounts brought forward from the preceding year: $19.75, postage and telegrams, $19 55, Express; $14.60 traveling expenses.

The account for 1893 includes the settlement made with the Auditor on November 15, 1893.

In addition to the amounts tabulated above, I spent in 1893 $167.70 for railroad fare while attending the summer normal institutes and county institutes, and also $50.00 for clerical assistance.

J. R. PRESTON, State Supt.

General Statistics,

1891-92.

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TABLE 1.

COUNTIES.	No. Educable Children—Teachers' Enumeration.							No. Educable Children—Assessor's Enumeration, 1892.						
	White.			Colored.			Total of Both Races	Total of Both Races	White.			Colored.		
	Male.	Fem	Total.	Male.	Fem.	Total.			Male.	Fem.	Total.	Male.	Fem.	Total.
Adams	922	986	1908	2626	2715	5341	7249	9620	961	1026	1987	3819	3814	7633
Alcorn	1843	1672	3515	669	741	1410	4925	5157	1912	1769	3681	707	769	1476
Amite	1585	1433	3018	1935	1836	3771	6789	6480	1473	1238	2711	1988	1781	3769
Attala	2803	2676	5479	1655	1743	3398	8877	9706	2716	2554	5270	2334	2102	4436
Benton	1131	1056	2187	865	819	1684	3871	4480	1217	1130	2347	1098	1035	2133
Bolivar	346	312	658	3249	3265	6514	7172	10877	466	405	871	5442	4564	10006
Calhoun	2326	2203	4529	711	698	1409	5938	6201	2393	2288	4681	790	730	1520
Carroll	1744	1631	3375	2217	2184	4401	7776	7982	1802	1556	3358	2444	2180	4624
Chickasaw	1710	1654	3364	1765	1849	3614	6978	7568	1726	1574	3300	2164	2104	4268
Choctaw	1551	1350	2901	637	612	1249	4150	4601	1802	1607	3409	611	581	1192
Claiborne	693	727	1420	2111	2221	4332	5752	7831	826	815	1641	3173	3017	6190
Clarke	1714	1513	3227	1380	1633	3013	6240	5905	1497	1369	2866	1417	1622	3039
Clay	953	878	1831	1827	1956	3783	5614	7668	1083	1094	2177	2784	2707	5491
Coahoma	378	365	743	2267	2309	4576	5319	7056	385	387	772	3238	3046	6284
Copiah	2187	2378	4565	1926	2645	4571	9136	11784	3017	3040	6057	2914	2813	5727
Covington	1139	1016	2155	582	539	1121	3276	3533	1157	1061	2218	655	660	1315
DeSoto	1183	1109	2292	2858	2712	5570	7862	8603	1237	1158	2395	3282	2926	6208
Franklin	1034	950	1984	689	775	1464	3448	4033	1159	963	2122	1040	871	1911

Greene	501	415	916	144	156	300	1216	1582	641	552	1193	202	187	389
Grenada	679	688	1367	1828	1936	3764	5131	5678	771	715	1486	2180	2012	4192
Hancock	847	751	1598	239	282	521	2119	3461	1288	1172	2460	500	501	1001
Harrison	1748	1722	3470	636	558	1194	4664	4933	1919	1734	3653	666	614	1280
Hinds	1766	1802	3558	4144	4337	8481	12049	17327	2161	2111	4272	6582	6473	13055
Holmes	1255	1135	2390	4402	4473	8875	11265	12036	1528	1284	2812	4933	4291	9224
Issaquena	70	68	138	1353	1368	2721	2859	4003	100	103	203	1948	1852	3800
Itawamba	2287	2107	4394	261	229	490	4884	5044	2264	2261	4525	272	247	519
Jackson	1379	1344	2723	676	688	1364	4087	4530	1529	1399	2928	834	768	1602
Jasper	1653	1460	3113	1600	1512	3112	6225	6085	1609	1417	3026	1585	1474	3059
Jefferson	781	720	1501	2440	2522	4962	6463	7249	808	739	1547	3053	2649	5702
Jones	1679	1464	3143	286	247	533	3676	3608	1665	1375	3040	284	284	568
Kemper	1436	1242	2678	1550	1621	3171	5849	7864	1671	1535	3206	2416	2242	4658
Lafayette	2347	2361	4708	1962	1779	3741	8449	7959	2323	2111	4434	1831	1694	3525
Lauderdale	2426	2377	4803	2148	2413	4561	9364	12039	2952	2724	5686	3228	3125	6353
Lawrence	1282	1280	2562	1086	1099	2185	4747	5314	1291	1278	2569	1426	1319	2745
Leake	1849	1671	3520	998	1020	2018	5538	5923	1988	1839	3827	1106	990	2096
Lee	2169	2065	4234	1248	1179	2427	6661	8171	2572	2394	4966	1624	1581	3205
Leflore	338	270	608	1574	1514	3088	3696	5925	459	427	886	2760	2279	5039
Lincoln	1740	1680	3420	1034	1144	2178	5598	7014	2236	1847	4083	1545	1386	2931
Lowndes	949	934	1883	2422	2645	5067	6950	11409	1095	1087	2182	4885	4342	9227
Madison	906	881	1787	3130	3488	6618	8405	10229	1066	1015	2081	4166	3982	8148
Marion	1179	1063	2242	404	412	816	3058	4110	1469	1412	2881	635	594	1229
Marshall	1731	1650	3381	2709	2582	5291	8672	10924	1887	1725	3612	3750	3562	7312
Monroe	2112	1994	4106	3045	3213	6258	10364	12308	2390	2074	4464	4129	3715	7844
Montgomery	1354	1277	2631	1203	1276	2479	5110	4812	1355	1293	2684	1130	1034	2164
Neshoba	1228	1060	2288	143	154	297	2585	4301	1828	1545	3373	501	427	928
Newton	1837	1729	3566	972	997	1969	5535	6392	2037	1878	3915	1277	1200	2477

TABLE I.—CONTINUED.

COUNTIES.	No. Educable Children—Teachers' Enumeration.							No. Educable Children—Assessor's Enumeration, 1892.						
	White.			Colored.			Total of Both Races.	Total of Both Races.	White.			Colored.		
	Male	Fem.	Total.	Male.	Fem.	Total.			Male.	Fem.	Total.	Male.	Fem.	Total.
Noxubee	853	851	1704	3573	3651	7224	8928	11200	891	907	1798	4847	4555	9402
Oktibbeha	886	835	1721	1518	1673	3191	4912	7237	1149	1085	2234	2514	2489	5003
Panola	1861	1664	3525	3383	3302	6685	10210	10718	1873	1733	3606	3694	3418	7112
Pearl River	510	512	1022	101	112	213	1235	1562	636	623	1259	154	149	303
Perry	796	747	1543	425	359	784	2327	2693	985	903	1888	431	374	805
Pike	1991	1905	3896	2001	2033	4034	7930	8949	2273	2068	4341	2355	2253	4608
Pontotoc	2075	2002	4077	785	822	1607	5684	6237	2335	2220	4555	942	740	1682
Prentiss	2223	1921	4144	481	436	917	5061	5217	2205	1970	4175	465	477	1042
Quitman	152	151	303	404	392	796	1099	1214	161	113	274	524	416	940
Rankin	1527	1369	2896	1766	1678	3444	6340	7441	1579	1453	3032	2325	2084	4409
Scott	1288	1208	2496	916	883	1799	4295	5515	1601	1470	3071	1319	1125	2444
Sharkey	214	208	422	1461	1482	2943	3365	4095	253	253	506	1812	1777	3589
Simpson	1220	1168	2388	736	801	1537	3925	4359	1311	1267	2578	876	905	1781
Smith	1728	1494	3222	323	310	633	3855	4526	2055	1794	3849	353	324	677
Sunflower	394	415	809	1039	1027	2066	2875	3707	601	571	1172	1359	1176	2535
Tallahatchie	1017	994	2011	1535	1533	3068	5079	5748	1064	853	1917	2048	1783	3831
Tate	1927	1777	3704	2407	2171	4578	8282	8211	1776	1686	3462	2433	2316	4749
Tippah	1946	1699	3645	434	432	886	4531	5055	2227	1810	4037	545	473	1018

Tishomingo	1467	1246	2713	159	161	320	3033	3472	1593	1467	3060	222	190	412
Tunica	134	122	256	1161	1238	2399	2655	3939	187	176	363	1852	1724	3576
Union	2137	1937	4074	605	678	1283	5357	6026	2282	2209	4491	779	756	1535
Warren	1511	1631	3142	4051	4322	8373	11515	11365	1499	1487	2986	4323	4056	8379
Washington	650	572	1222	5177	5394	10571	11793	15532	653	571	1224	7716	6592	14308
Wayne	1125	1201	2326	634	672	1306	3632	3881	1162	1071	2233	807	841	1648
Webster	1770	1641	3411	620	669	1289	4700	4928	1841	1828	3669	669	590	1259
Wilkinson	567	541	1108	2226	2268	4494	5602	7969	792	717	1509	3295	3165	6460
Winston	1510	1400	2910	1100	1031	2131	5041	4938	1491	1363	2854	1079	1005	2084
Yalobusha	1590	1471	3061	1741	1675	3416	6477	6495	1573	1465	3038	1785	1672	3457
Yazoo	1531	1384	2915	4379	4294	8673	11588	14639	1855	1562	3417	5953	5269	11222

TABLE 2.

COUNTIES.	No. Pupils Enrolled During Scholastic Year.							No. Pupils in Average Attendance During Scholastic Year.						
	White.			Colored.			Total of Both Races.	Total of Both Races.	White.			Colored.		
	Male.	Fem.	Total.	Male.	Fem.	Total.			Male.	Fem.	Total	Male.	Fem.	Total.
Adams	388	445	833	1692	1777	3468	4301	2566	257	315	572	950	1044	1994
Alcorn	1478	1302	2780	509	606	1115	3895	2014	792	668	1460	249	305	554
Amite	1309	1219	2528	1419	1381	2800	5328	3278	840	805	1645	828	805	1633
Attala	2603	2413	5016	1307	1382	2689	7705	3538	1042	1085	2127	668	743	1411
Benton	922	786	1708	621	586	1207	2915	1585	529	466	995	303	287	590
Bolivar	304	277	581	2621	2728	5349	5930	2436	196	179	375	488	1573	2061
Calhoun	2164	2909	4173	604	585	1189	5362	2902	1023	1126	2149	377	376	753
Carroll	1224	1127	2351	1433	1632	3065	5416	3120	724	693	1417	804	899	1703
Chickasaw	1544	1502	3046	1413	1493	2906	5952	3423	867	915	1782	794	847	1641
Choctaw	1384	1144	2528	447	483	930	3458	4415	1948	1780	3728	328	359	687
Claiborne	455	521	976	1545	1677	3222	4198	1951	248	324	572	644	735	1379
Clarke	1330	1121	2451	869	1007	1876	4327	2378	724	679	1403	432	543	975
Clay	845	752	1597	1555	1590	3145	4742	2735	529	482	1011	839	825	1724
Coahoma	292	254	546	1694	1717	3411	3957	2026	130	133	263	881	882	1763
Copiah	1992	2006	3998	1652	1800	3452	7450	5534	1390	1635	3025	1238	1271	2509
Covington	978	858	1836	461	438	899	2735	1759	584	531	1115	319	325	644
DeSoto	926	844	1770	2216	2231	4447	6217	2914	490	564	1054	908	952	1860
Franklin	851	749	1600	566	604	1170	2770	1687	512	490	1002	315	370	685
Greene	406	320	726	130	123	253	979	611	236	192	428	92	91	183

Grenada	535	545	1080	1348	1389	2737	3817	2137	311	329	640	709	788	1497
Hancock	628	540	1168	214	276	490	1658	1011	357	319	676	161	174	335
Harrison	945	947	1892	350	381	731	2623	1622	571	604	1175	212	235	447
Hinds	1461	1470	2931	3542	3648	7190	10121	5884	894	926	1820	1926	2138	4064
Holmes	1122	988	2110	3374	3488	6862	8972	5124	673	664	1333	1993	1994	3787
Issaquena	67	63	130	957	1032	1989	2119	1008	52	53	105	448	455	903
Itawamba	2031	1765	3796	246	199	446	4241	2252	1024	978	2002	135	115	250
Jackson	811	826	1637	286	360	646	2283	1378	498	504	1002	163	213	376
Jasper	1622	1426	3048	1581	1408	2989	6037	2732	672	768	1440	629	663	1292
Jefferson	444	442	586	1091	1162	2253	3139	2197	326	330	656	729	812	1541
Jones	1330	1161	2491	176	182	358	2849	1626	769	636	1405	97	124	221
Kemper	1221	1160	2381	1502	1510	3012	5393	2522	586	586	1172	600	750	1350
Lafayette	1864	1820	3684	1442	1374	2816	6500	3867	1121	1153	2274	814	779	1593
Lauderdale	2025	2015	4040	1573	1733	3306	7346	4650	1283	1363	2646	808	1196	2004
Lawrence	849	957	1806	725	771	1496	3302	1944	582	574	1156	362	426	788
Leake	1585	1409	2994	778	780	1558	4552	2665	859	916	1775	432	458	890
Lee	1880	1703	3583	1015	994	2009	5592	3126	1001	1054	2055	530	541	1021
Leflore	250	210	460	1149	1124	2273	2733	1879	183	150	333	733	813	1546
Lincoln	1818	1801	3619	810	816	1626	5245	3014	1002	836	1838	582	594	1176
Lowndes	875	845	1720	2044	2338	4382	6102	3356	549	562	1111	1051	1194	2245
Madison	761	772	1533	2269	2558	4827	6360	3235	468	512	980	1023	1232	2255
Marion	1046	950	1996	350	378	728	2724	1626	650	601	1251	183	192	375
Marshall	1349	1203	2552	2133	2139	4272	6824	3630	794	775	1569	1005	1056	2061
Monroe	1778	1636	3414	2321	2482	4803	8217	4641	1053	948	2001	1292	1348	2640
Montgomery	1091	1097	2188	864	919	1783	3971	2515	691	693	1384	525	606	1131
Neshoba	1228	1060	2288	143	154	297	2585	1006	744	682	1426	90	90	180
Newton	1596	1495	3091	712	741	1453	4544	2470	731	927	1658	382	430	812

TABLE II—CONTINUED.

COUNTIES.	No. Pupils Enrolled During Scholastic Year.							No. Pupils in Average Attendance During Scholastic Year.						
	White.			Colored.			Total of Both Races.	Total of Both Races	White.			Colored.		
	Males.	Fems.	Total.	Males.	Fems.	Total.			Males	Fems.	Total.	Males.	Fems.	Total.
Noxubee	636	663	1299	2451	2594	5045	6344	3858	374	430	804	1483	1571	3054
Oktibbeha	723	737	1460	1238	1168	2406	3866	2561	432	466	898	836	827	1663
Panola	1553	1416	2969	2641	2624	5265	8234	4108	756	767	1523	1273	1312	2585
Pearl River	437	434	871	62	77	139	1010	706	284	286	570	65	71	136
Perry	699	601	1300	361	308	669	1969	1099	348	369	717	195	187	382
Pike	1610	1551	3161	1429	1522	2951	6112	3903	947	975	1922	872	1109	1981
Pontotoc	1852	1750	3602	697	744	1441	5043	2717	1003	964	1967	357	393	750
Prentiss	2944	1709	4653	413	352	765	5418	2070	888	759	1647	229	194	423
Quitman	99	92	191	245	236	481	972	350	45	52	97	132	121	253
Rankin	1170	1097	2267	1526	1544	3070	5337	3051	696	809	1505	699	847	1546
Scott	1441	1337	2778	760	707	1467	4245	2648	848	862	1710	472	466	938
Sharkey	148	171	319	950	1034	1984	2303	1205	86	86	172	505	528	1033
Simpson	1070	1018	2088	561	626	1187	3275	2153	699	699	1398	357	398	755
Smith	1448	1247	2695	263	266	529	3224	1907	904	820	1724	86	97	183
Sunflower	285	300	585	718	734	1452	2037	1048	154	164	318	353	377	730
Tallahatchie	750	754	1504	1314	1252	2566	4070	2505	451	459	910	804	791	1595
Tate	1769	1682	3451	2057	1741	3798	7249	3871	968	891	1859	1013	999	2012
Tippah	1650	1380	3030	372	365	737	3767	2111	916	761	1677	213	221	434
Tishomingo	1213	993	2206	142	135	277	2483	1372	653	558	1211	84	77	161

Tunica	89	96	185	900	966	1866	2051	957	43	49	92	408	457	865
Union	1818	1602	3420	516	554	1070	4490	2443	960	915	1875	261	307	568
Warren	542	641	1183	2498	2758	5256	6439	4411	333	442	775	1761	1875	3636
Washington	383	352	735	2888	3056	5934	6669	4440	374	258	632	1840	1968	3808
Wayne	876	983	1859	574	562	1136	2995	2284	526	737	1263	516	505	1021
Webster	1669	1442	3111	481	449	930	4041	2485	938	890	1828	333	324	657
Wilkinson	441	388	829	1562	1387	3149	3978	3171	330	307	637	1251	1283	2534
Winston	1212	1111	2323	851	942	1793	4116	1867	596	499	1095	380	392	772
Yalobusha	961	1099	2060	602	633	1235	3295	2581	774	830	1604	444	533	977
Yazoo	1197	1093	2290	3105	3314	6419	8709	4804	664	714	1378	1611	1815	3426

TABLE 3.

COUNTIES.	No. Teachers Employed (Classified by Grades).									No. Teachers Employ'd (Classified by Sex).							Amount Paid in Salaries to Teachers.					
	White.				Colored.				Total of Both Races.	Total of Both Races.	White.			Colored.			White.			Colored.		
	First.	Sec'nd	Third.	Total.	First.	Sec'nd	Third.	Total.			Male.	Fem.	Total.	Male.	Fem.	Total.	Male.	Female.	Total.	Male	Female.	Total.
Adams	11	13	2	26	4	38	12	54	80	80	5	21	26	7	47	54	$ 1731	$ 6065	$ 7796	$ 1525	$ 8796	$ 10,321
Alcorn	39	25	6	70	5	5	15	25	95	95	37	33	70	12	13	25	5355	3554	8909	1310	956	2266
Amite	67	4	.	71	24	17	14	55	126	126	38	33	71	34	21	55	4844	3653	8497	3521	1925	5446
Attala	98	2	..	100	15	37	..	52	152	152	40	60	100	27	25	52	4942	7417	12,359	2376	2081	4457
Benton	41	15	..	56	3	9	18	30	86	86	30	26	56	22	8	30	3906	2504	6410	1822	375	2197
Bolivar	30	..	..	30	19	50	21	90	120	120	3	27	30	62	28	90	603	5210	5813	7659	2082	9741
Calhoun	86	3	..	89	12	14	3	29	118	118	39	50	89	22	7	29	4605	5406	10,011	1907	590	2497
Carroll	60	9	..	69	12	28	13	53	122	122	25	44	69	34	19	53	3649	4510	8159	3359	1365	4724
Chickasaw	66	5	1	72	7	40	29	76	148	148	23	49	72	36	40	76	4181	7420	11,601	3012	2806	5818
Choctaw	66	9	..	75	9	12	6	27	102	102	49	26	75	24	3	27	3169	1754	4923	1493	146	1639
Claiborne	20	17	.	37	9	21	22	52	89	89	6	31	37	20	32	52	1553	6715	8268	3459	3537	6987
Clarke	39	28	13	80	5	6	24	35	115	115	35	45	80	17	18	35	4658	3883	8541	1496	1332	2828
Clay	41	6	1	48	...	33	25	58	106	106	17	31	48	34	24	58	5514	6832	12.346	4055	2315	6370
Coahoma	18	4	...	22	7	21	24	52	74	74	1	21	22	29	23	52	1125	5080	6205	4137	2004	6141
Copiah	80	22	...	102	9	28	24	61	163	163	18	84	102	17	44	61	7540	15,752	23,292	2679	3987	6666
Covington	44	10	4	58	9	10	1	20	78	78	36	22	58	16	4	20	3262	1667	4929	1521	239	1760

DeSoto	49	3	.	52	9	68	6	83	135	135	6	46	52	52	31	83	1520	7765	9285	6291	2829	9120
Franklin	42	5	1	48	7	12	8	27	75	75	28	20	48	16	11	27	3929	2223	6152	1856	789	2645
Greene	18	6	3	27	..	2	4	6	33	33	12	15	27	5	1	6	1154	1710	2864	351	60	411
Grenada	34	4	..	38	3	29	23	55	93	93	4	34	38	32	23	55	1092	6706	7798	4415	1927	6342
Hancock	26	11	1	38	3	7	3	13	51	51	24	14	38	3	10	13	3795	1915	5710	392	1445	1837
Harrison	31	21	11	63	2	4	11	17	80	80	11	52	63	5	12	17	2021	7588	9609	1295	910	2205
Hinds	91	6	..	97	12	61	28	101	198	198	24	73	97	54	47	101	5250	12552	17802	5953	5380	11333
Holmes	65	..	..	65	53	55	17	125	190	190	22	43	65	76	49	125	4676	6503	11079	8668	3894	12562
Issaquena	13	..	..	13	6	18	4	28	41	41	2	11	13	21	7	28	440	1760	2200	3479	1300	4779
Itawamba	66	32	1	99	5	5	1	11	110	110	68	31	99	10	1	11	8601	2074	10675	876	78	954
Jackson	28	10	7	45	7		5	12	57	57	16	29	45	7	5	12	2824	3911	6735	1410	385	1795
Jasper	60	6	1	67	1	16	18	35	102	102	37	30	67	22	13	35	5259	3710	8969	1463	1163	2626
Jefferson	37	5	..	42	26	21	1	48	90	90	19	23	42	26	22	48	3593	4304	7897	4461	2406	6867
Jones	35	24	3	62	2	3	3	8	70	70	34	28	62	4	4	8	3946	2462	6408	495	293	788
Kemper	59	4		63	4	34	3	41	104	104	34	29	63	24	17	41	4049	3701	7750	2637	1808	4445
Lafayette	98	13	.	111	14	34	21	69	180	180	38	73	111	53	16	69	7551	10871	18422	4810	972	5782
Lauderdale	119		..	119	38	5	9	52	171	171	52	67	119	32	20	52	11180	16692	27872	4660	2946	7606
Lawrence	39	18	..	57	12	11	..	23	80	80	24	33	57	14	9	23	2326	2775	5101	1013	633	1646
Leake	71	3	..	74	8	22	1	31	105	105	40	34	74	21	10	31	4904	3957	8861	2128	805	2933
Lee	75	16	..	91	3	15	21	39	130	130	44	47	91	26	13	39	6515	6770	13285	2556	888	3444
Leflore	16	2	.	18	12	16	25	53	71	71	3	15	18	31	22	53	510	2295	2805	3224	1451	4675
Lincoln	74	6	..	80	22	17	4	43	123	123	33	47	80	11	32	43	3775	5565	9340	1257	2749	4006
Lowndes	47	6	..	53	1	20	50	71	124	124	9	44	53	30	41	71	3050	10591	13641	4325	3568	7893
Madison	44	12	.	56	9	43	13	65	121	121	16	40	56	28	37	65	4932	7351	12283	4980	4767	9747
Marion	40	17	..	57	5	7	4	16	73	73	33	24	57	9	7	16	3968	2626	6594	1009	404	1413
Marshall	80	6	..	86	1	19	50	70	156	156	15	71	86	34	36	70	4028	11001	15029	3598	3348	6946
Monroe	52	31	1	84	2	16	70	88	172	172	21	63	84	59	29	88	3885	12,237	16,122	5364	3068	8432
Montgomery	61	..	..	61	7	32	1	40	101	101	23	38	61	20	20	40	3659	4658	8297	1968	1582	3550

TABLE III.—CONTINUED.

COUNTIES.	No. Teachers Employed (Classified by Grades.)									No. Teachers Employ'd (Classified by Sex.)							Amount Paid in Salaries to Teachers.					
	White.				Colored.				Total of Both Races.	Total of Both Races.	White.			Colored.			White.			Colored.		
	First.	Sec'nd	Third.	Total.	First.	Sec'nd	Third.	Total.			Male.	Fem.	Total.	Male.	Fem.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Neshoba..........	39	22	7	68	..	2	8	10	78	78	35	33	68	7	3	10	$ 2896	$ 2174	$ 5070	$ 352	$ 129	$ 481
Newton...........	73	5	..	78	2	18	13	33	111	111	41	37	78	17	16	33	5420	4167	9587	1667	992	2659
Noxubee.........	47	4	..	51	13	49	21	83	134	134	10	41	51	52	31	83	2915	9114	12,029	5874	3399	9273
Oktibbeha........	41	8	..	49	4	30	10	44	93	93	16	33	49	30	14	44	2839	4685	6524	3695	912	4607
Panola.............	52	16	14	82	2	15	91	108	190	190	19	63	82	56	52	108	5341	11,277	16,618	7037	3768	10,805
Pearl-River........	23	1	..	24	3	2	1	6	30	30	18	6	24	2	4	6	2843	1300	4143	189	482	671
Perry	39	4	2	45	2	11	1	14	59	59	21	24	45	14	..	14	2688	3528	6216	1640	....	1640
Pike...............	94	2	.	96	27	30	20	77	173	173	42	54	96	32	45	77	5904	7837	13,741	4320	3683	8003
Pontotoc.	33	36	6	75	2	10	15	27	102	102	30	45	75	15	12	27	4626	5555	10,181	1242	1053	2295
Prentiss..........	47	46	3	96	1	7	9	17	113	113	58	38	96	13	4	17	6417	3588	10,005	888	181	1069
Quitman	13	1	..	14	1	6	4	11	25	25	..	14	14	7	4	11	....	1690	1690	625	340	965
Rankin...........	81	..	.	81	14	27	21	62	143	143	39	42	81	38	24	62	4769	5129	9898	4254	1559	5813
Scott..............	62	14	..	76	6	16	7	29	105	105	33	43	76	22	7	29	2901	3576	6477	1813	546	2359
Sharkey............	7	6	.	13	6	11	17	34	47	47	2	11	13	21	13	34	418	3221	3639	4262	1376	5638
Simpson..........	48	19	..	67	9	12	7	28	95	95	40	27	67	18	10	28	2099	1446	3545	1006	359	1365
Smith.............	59	9	1	69	3	6	3	12	81	81	44	25	69	10	2	12	4198	2125	6323	779	316	1095

Sunflower	21	1	..	22	12	14	1	27	49	49	5	17	22	18	9	27	1007	2925	3932	2862	781	3643
Tallahatchie	47	5	1	53	7	15	19	41	94	94	18	35	53	30	11	41	3324	3048	6372	3459	808	4267
Tate	53	20	4	77	4	17	40	61	138	138	24	53	77	33	28	61	6150	8825	14975	3950	2226	6176
Tippah	56	29	1	86	2	12	.	14	100	100	51	35	86	9	5	14	4843	2672	7515	598	246	844
Tishomingo	45	24	..	69	1	1	7	9	78	78	51	18	69	2	7	9	5708	1871	7579	328	387	715
Tunica	9	2	..	11	16	16	1	33	44	44	1	10	11	6	27	33	210	2344	2554	360	3059	3419
Union	58	27	3	88	2	9	13	24	112	112	44	44	88	16	8	24	4733	3872	8605	1337	593	1930
Warren	32	14	..	46	11	52	15	78	124	124	5	41	46	40	38	78	1400	10034	11434	6901	6566	13467
Washington	27	..	..	27	14	43	42	99	126	126	3	24	27	61	38	99	2950	9130	12080	8439	4323	12762
Wayne	18	28	5	51	2	9	10	21	72	72	17	34	51	19	2	21	2323	3470	5793	1148	136	1284
Webster	78	5	..	83	11	10	5	26	109	109	45	38	83	20	6	26	4484	2601	7085	1339	349	1688
Wilkinson	13	20	4	37	39	24	6	69	106	106	9	28	37	51	18	69	1226	3415	4641	6384	2020	8404
Winston	60	6	..	66	1	19	6	26	92	92	33	33	66	15	11	26	2874	2308	5182	1161	629	1790
Yalobusha	79	1	..	80	4	48	..	52	132	132	34	46	80	31	21	52	6757	7855	14612	3385	2290	5675
Yazoo	71	12	..	83	28	42	4	74	157	157	21	62	83	34	40	74	4275	11829	16104	6425	5988	12413

TABLE 4.

COUNTIES.	Average Salaries Paid per Month to Teachers.															No. of Public Schools in County.	Length of Term in Days in Country Schools.	Length of Term in Days in City Schools.
	In Country Schools.						Average of Both Races.	Average of Both Races.	In Country and City Combined.									
	White.			Colored.					White.			Colored.						
	Male.	Female.	Both.	Male.	Female.	Both.			Male.	Female.	Both.	Male.	Female.	Both.				
Adams..... ..	$38 70	$30 00	$33 16	$28 33	$26 20	$26 50	$27 90	$33 33	$51 00	$36 65	$39 40	$35 00	$29 70	$30 40	49	99	180
Alcorn.	32 40	27 35	30 14	24 32	17 70	20 85	27 84	28 80	34 60	28 00	31 40	26 50	18 30	22 00	70	79½	120
Amite.	31 87	27 67	29 92	25 89	22 92	24 75	27 66	27 66	31 87	27 67	29 92	25 89	22 92	24 75	96	78½	....
Attala.......	29 55	29 23	29 36	19 06	17 41	18 28	24 74	26 22	30 31	29 62	29 89	20 38	18 21	19 34	145	79	160
Benton........	32 17	25 85	29 01	21 20	17 14	20 25	25 95	25 95	32 17	25 85	29 01	21 20	17 14	20 25	77	84	....
Bolivar	50 00	48 70	48 85	30 74	25 70	29 20	34 10	34 10	50 00	48 70	48 85	30 74	25 70	29 20	78	100	....
Calhoun... ..	30 20	25 20	27 70	22 95	14 85	18 90	23 29	23 29	30 20	25 20	27 70	22 95	14 85	18 90	107	72	...
Carroll..... ..	32 28	29 87	30 90	23 00	18 45	21 65	26 62	26 62	32 28	29 87	30 90	23 00	18 45	21 65	121	78	....
Chickasaw	38 50	32 00	33 50	19 00	16 00	17 30	25 45	26 30	39 25	32 50	34 65	20 90	16 00	18 35	105	80	140
Choctaw......	20 36	21 66	20 82	17 98	16 23	17 77	20 02	20 02	20 36	21 66	20 82	17 98	16 23	17 77	74	66	....
Claiborne.....	30 05	33 80	33 23	25 65	15 85	19 73	25 22	26 73	37 54	34 08	34 64	27 36	17 18	21 09	68	119½	....
Clarke...... ..	30 07	17 57	23 82	20 72	16 55	18 63	21 22	26 30	39 25	32 50	34 65	20 90	16 00	18 35	90	79	160
Clay..........	43 20	32 80	38 65	22 90	16 75	22 00	29 40	29 05	52 65	34 75	41 10	23 20	18 25	23 80	77	80	179

Coahoma......	45 00	44 76	44 95	23 78	15 88	20 55	27 08	32 88	72 50	46 45	48 62	30 92	18 93	25 62	79	97	160
Copiah......	35 15	31 70	32 30	20 75	19 20	20 85	27 45	30 55	47 35	33 50	35 95	27 35	19 22	21 55	151	80	180
Covington....	27 56	22 12	25 32	25 66	23 22	25 11	25 28	25 28	27 56	22 12	25 32	25 66	23 22	25 11	68	75	....
DeSoto.......	52 66	39 71	46 18	27 64	22 62	25 13	35 65	35 65	52 66	39 71	46 18	27 64	22 62	25 13	87	100	....
Franklin.....	37 56	30 87	34 71	29 84	21 84	26 17	31 31	31 31	37 56	30 87	34 71	29 84	26 87	26 17	60	79½	....
Greene........	29 00	28 34	28 80	23 00	15 00	21 80	24 00	24 00	29 00	28 34	28 80	23 05	15 00	21 80	33	75	....
Grenada......	34 00	30 85	31 02	25 03	17 71	22 24	25 88	28 26	67 00	34 84	36 74	26 03	18 20	22 50	76	97½	170
Hancock......	39 53	33 60	36 06	32 65	25 20	28 95	30 50	36 95	39 53	34 80	37 16	32 65	30 20	31 43	45	80	140
Harrison......	39 28	33 62	34 35	37 50	20 00	22 50	31 91	33 45	46 66	34 04	35 90	41 00	20 00	26 17	62	79	150
Hinds.........	36 64	33 19	34 10	25 10	22 21	23 90	28 77	30 66	42 96	34 76	36 64	25 93	23 47	24 78	152	80	180
Holmes......	43 23	35 10	37 81	26 63	17 98	22 95	27 65	29 22	45 23	33 33	37 35	26 98	18 21	23 20	130	79½	140
Issaquena.....	55 00	52 37	52 80	43 05	33 35	40 57	44 45	44 45	55 00	52 37	52 80	43 05	33 35	40 57	43	80	....
Itawamba......	32 60	20 20	26 35	21 90	19 50	20 70	21 30	21 30	32 60	20 20	26 35	21 90	19 50	20 75	69	80	....
Jackson.......	47 06	32 90	37 60	51 43	20 00	38 33	34 25	34 26	47 06	32 90	37 60	51 43	20 00	38 33	51	78½	....
Jasper.........	31 86	27 48	29 67	15 28	14 35	14 81	23 23	23 23	31 86	27 48	29 67	15 28	14 35	14 81	83	85½	....
Jefferson......	37 82	37 08	37 60	34 31	21 88	28 61	32 81	32 81	37 82	37 08	37 60	34 31	21 88	28 61	72	99½	....
Jones....	26 87	25 85	26 40	30 80	17 30	24 05	23 40	23 40	26 87	25 85	26 40	30 80	17 30	24 05	67	75½	....
Kemper.......	24 50	23 35	23 95	16 35	14 40	15 85	19 40	19 40	24 50	23 35	23 95	16 35	14 40	15 85	110	79½	....
Lafayette......	41 90	31 50	35 20	21 91	10 95	19 12	28 95	33 82	49 75	37 23	41 50	22 70	15 20	20 95	131	79¾	180
Lauderdale.....	46 00	43 00	44 25	33 00	30 00	32 00	33 50	38 70	73 00	41 75	61 55	34 00	25 05	27 55	120	72	180
Lawrence......	25 25	21 75	23 50	18 10	17 65	17 87	20 68	20 68	25 25	21 75	23 50	18 10	17 65	17 87	63	79	....
Leake........	31 65	31 75	31 70	25 30	18 70	22 50	27 10	27 10	31 65	31 75	31 70	25 30	18 70	22 50	87	73	....
Lee...........	33 50	29 10	31 20	21 55	15 15	19 55	27 75	28 70	35 00	30 12	32 35	22 20	15 85	20 05	100	80	160
Leflore........	46 35	38 25	39 50	27 75	20 75	25 00	29 40	29 40	46 35	38 25	39 50	27 75	20 75	25 00	53	72	....
Lincoln.......	27 80	21 35	24 20	21 30	18 00	18 85	22 35	23 41	27 85	23 50	25 15	23 17	18 85	19 75	87	76	169
Lowndes.....	39 70	36 00	36 65	22 95	17 75	20 35	27 40	32 90	57 55	41 85	44 58	25 90	19 65	22 60	86	100	180
Madison......	49 80	33 25	39 85	29 85	25 25	27 55	33 70	38 25	54 90	34 65	44 75	33 45	24 15	31 70	109	100	160
Marion........	32 15	31 05	31 60	33 05	16 70	24 90	28 25	28 25	32 15	31 05	31 60	33 05	16 70	24 90	53	72½	....

TABLE IV—CONTINUED.

COUNTIES.	Average Salaries paid per Month to Teachers.															No. of Public Schools in County.	Length of Termin Days in Country Schools.	Length of Tirm in Days in City Schools
	In Country Schools.						Average of Both Races.	Average of Both Races.	In Country and City Combined.									
	White.			Colored.					White.			Colored.						
	Male.	Female.	Both.	Male.	Female.	Both.			Male.	Female.	Both.	Male.	Female.	Both.				
Marshall… ..	$36 18	$32 04	$32 72	$18 67	$16 80	$17 80	$25 85	$25 55	$43 22	$32 57	$34 40	$18 15	$17 55	$17 87	139	99	180
Monroe ……	38 65	31 20	33 30	17 70	16 20	17 25	24 95	27 10	43 65	33 30	36 45	18 35	17 95	18 20	120	97	180
Montgomery ..	30 80	25 40	28 10	21 75	19 75	20 50	24 30	37 70	36 10	27 40	30 80	22 25	16 75	19 25	82	80	140
Neshoba……	24 35	22 20	22 90	15 70	16 15	15 82	22 38	22 38	24 35	22 20	22 90	15 70	16 15	15 82	72	67	…
Newton…….	30 60	28 35	29 60	21 10	17 10	19 40	26 55	26 55	30 60	28 35	29 60	21 10	19 10	19 40	91	73	….
Noxubee……	44 65	40 55	41 15	24 70	17 60	22 25	29 60	30 90	53 50	41 12	42 95	24 75	19 35	22 75	99	95	176½
Oktibbeha….	38 60	35 00	36 30	29 20	20 40	26 40	31 45	31 22	40 85	33 60	35 95	28 35	20 40	25 95	67	80	140
Panola. ……	46 00	33 00	35 60	23 20	19 20	20 70	27 10	29 00	52 20	33 45	37 85	23 90	17 80	21 35	121	114	179
Pearl River….	40 25	33 60	38 60	29 05	31 50	29 85	36 80	36 80	40 25	33 60	38 60	29 05	31 50	29 85	30	60	….
Perry …. ….	32 26	29 25	30 55	26 20	…..	26 20	28 40	34 55	34 25	28 85	32 40	28 50	…..	28 50	58	58	…
Pike………	30 75	25 80	29 77	31 40	19 70	24 60	27 10	28 45	34 55	30 35	31 95	30 95	19 10	24 05	97	78½	152
Pontotoc……	31 05	24 55	27 40	17 75	18 45	18 05	25 05	25 05	31 05	24 55	27 40	17 75	18 45	18 05	86	96	….
Prentiss. … ..	30 60	27 10	29 15	20 60	16 50	19 65	27 80	27 80	30 60	27 10	29 15	20 60	16 50	19 65	92	74	….

Quitman, ...	.....	39 30	39 30	27 15	27 50	27 32	31 30	31 30	....	39 30	39 30	27 15	27 50	27 32	24	71	....
Rankin.	34 70	31 50	33 00	28 00	20 60	25 35	29 50	29 95	36 45	32 30	34 10	28 65	20 25	25 75	119	78	156
Scott	23 40	24 25	24 10	20 50	21 10	20 40	22 50	22 50	23 40	24 25	24 10	20 50	21 10	20 40	94	73½	....
Sharkey.	32 50	43 10	41 50	29 80	18 60	25 50	29 90	29 90	32 50	43 10	41 50	29 80	18 60	25 50	35	134	....
Simpson.	20 55	20 25	20 30	20 50	16 40	19 05	21 70	21 70	20 55	20 25	20 30	20 50	16 40	19 05	77	50	....
Smith	26 00	23 30	24 65	24 02	17 20	20 65	22 65	22 65	26 00	23 30	24 65	24 00	17 20	20 65	71	80	....
Sunflower	40 95	40 10	40 20	35 85	22 80	31 45	35 45	35 45	40 95	40 10	40 20	35 85	22 80	31 45	47	96	....
Tallahatchie.	46 15	21 75	34 10	28 80	16 45	20 80	25 80	25 80	46 15	21 75	34 10	28 80	16 45	20 80	92	71	...
Tate	38 95	32 20	34 20	23 75	19 60	21 75	28 45	30 55	45 00	33 20	36 90	24 55	19 60	22 20	98	100	180
Tippah	25 00	20 00	22 95	17 90	12 55	16 00	22 00	22 00	25 00	20 00	22 95	17 90	12 55	16 00	85	77½	...
Tishomingo. .	29 50	25 40	28 50	25 00	17 50	20 00	29 25	31 25	30 60	25 40	31 15	26 25	15 75	26 60	67	76	160
Tunica.	42 00	41 70	41 75	21 80	27 50	26 45	30 45	30 45	42 00	41 70	41 75	21 80	27 50	26 45	35	94	...
Union	31 70	28 40	30 05	23 60	22 25	23 15	28 60	28 60	31 70	28 40	30 05	23 60	22 25	23 15	78	79½	...
Warren	36 00	31 20	34 25	32 95	30 00	31 80	33 00	38 80	38 40	33 60	36 00	33 95	29 20	31 58	97	87	180
Washington ..	55 00	50 00	51 75	28 15	22 50	26 35	30 05	33 80	95 30	50 90	58 00	28 85	24 75	27 80	91	99	180
Wayne.......	34 15	25 50	28 40	15 10	17 00	15 30	24 60	24 60	34 15	25 50	28 40	15 10	17 00	15 30	77	75	...
Webster.	26 65	21 25	24 40	19 60	16 65	18 90	23 15	23 15	26 65	21 25	24 40	19 60	16 65	18 90	92	73	...
Wilkinson	34 05	30 50	32 40	31 30	28 05	30 20	31 90	31 90	34 05	30 50	32 40	31 30	28 05	30 20	86	78	...
Winston	23 95	20 75	22 35	23 55	15 15	20 00	21 70	21 70	23 95	20 75	22 35	23 55	15 15	20 00	84	69	.....
Yalobusha . ..	34 75	24 05	29 30	23 00	24 30	23 20	26 85	28 75	41 95	27 75	33 80	21 50	20 85	21 25	84	80	180
Yazoo	44 25	37 50	39 20	26 00	26 50	26 25	32 10	33 05	46 95	38 70	40 60	27 90	27 15	27 50	161	88	180

TABLE V.

COUNTIES.	No. Scho'ls Taught 1891–92.				No. Districts Established for 1892–93.							School Property Statistics.									
					White.			Colored						Kind of House.			Houses Owned By		Houses Built in 1891–92		
	White.	Colored.	Total.	Line.	Regular.	Line.	Total.	Regular.	Line.	Total.	Total Both Races.	Value of Houses and Lots.	Value of Furniture	Log.	Framed.	Brick.	County.	Otherwise	Log.	Framed.	Brick.
Adams	12	37	49	2	13	2	15	34	..	34	49	$ 42,000	$ 1930	2	42	5	9	40	..	2	..
Alcorn	53	19	72	4	39	3	42	18	..	18	60	7800	1050	23	46	1	31	38	..	1	..
Amite	50	42	92	4	50	4	54	42	..	42	96	6980	3120	22	51	..	61	12	1	2	..
Attala	95	50	145	5	72	3	75	54	..	54	129	25,000	7200	22	120	1	3	141	..	..	..
Benton	46	24	70	7	36	2	38	22	..	22	60	2385	200	7	70	.	15	62	...	..	..
Bolivar	29	71	100	1	36	1	37	55	..	55	92	10,600	3500	30	75	..	10	24	..	..	..
Cahoun	74	29	103	4	49	8	57	28	2	30	87	16,000	2800	60	47	..	80	23	..	..	..
Carroll	66	51	127	8	53	7	60	48	5	53	113	4250	600	30	45	..	35	40	..	4	..
Chickasaw	56	49	105	10	49	2	51	41	1	42	93	41,600	1450	28	65	2	70	23	..	..	..
Choctaw	48	20	68	6	40	2	42	18	1	19	61	7100	300	11	63	..	70	4	..	..	..
Claiborne	31	35	66	2	30	..	30	35	..	35	65	24,420	1530	6	62	..	38	30	1	3	..
Clarke	54	30	84	6	48	6	54	29	..	29	83	13,300	1465	17	42	1	39	20	..	7	1
Clay	37	40	77	6	35	1	36	39	..	39	75	24,760	4015	18	53	1	48	24	..	..	..
Coahoma	24	55	79	..	28	..	28	54	..	54	82	41,600	2750	2	75	..	64	13	..	..	..
Copiah	86	64	150	4	80	3	83	65	2	67	150	49,000	3900	47	101	1	142	7	..	2	..

Covington	49	17	66	9	40	5	45	17	..	17	62	$ 15,400	$ 170	26	41	..	..	67	2	2	..
DeSoto	40	47	87	4	37	1	38	43	..	43	81	13,300	1500	26	56	2	..	84	1	2	..
Franklin	39	21	60	6	33	3	36	23	1	24	60	7990	2100	16	44	..	31	29	1	2	..
Greene	27	6	33	3	31	2	33	6	1	7	40	2300	200	22	9	..	1	30	1	1	..
Grenada	30	40	70	4	28	2	30	38	2	40	70	18,000	1500	15	54	1	24	48	..	..	..
Hancock	34	8	42	2	48	4	52	8	..	8	60	8400	2200	24	21	..	7	38	..	..	..
Harrison	50	12	62	4	42	5	47	10	1	11	58	18,500	2800	24	37	..	40	21	2	2	.
Hinds	70	82	152	5	62	3	65	74	1	75	140	58,500	8700	30	121	1	136	16	..	..	..
Holmes	50	80	130	4	48	2	50	67	..	67	117	22,100	3000	6	112	2	79	38	..	4	..
Issaquena	13	30	43	..	9	0	9	20	..	20	29	120	......	..	1	..	1	28		..	..
Itawamba	60	9	69	6	53	2	55	8	..	8	63	15,200	5400	15	54	..	67	2	.	..	..
Jackson	39	9	48	2	36	1	37	10	..	10	47	4700	550	1	32	..	19	14	..	..	..
Jasper	43	34	77	6	44	4	48	35	1	36	84	16,950	3000	22	62	..	25	59	1	4	.
Jefferson	37	35	72	2	37	..	37	37	..	37	74	8300	875	17	53	2	35	37	3	2	..
Jones	59	8	67	13	44	8	52	8	..	8	60	16,800	675	21	44	1	32	35	3	8	1
Kemper	60	50	110	4	58	3	61	47	..	47	108	2000	200	..	40	..	40	2	..	..	..
Lafayette	76	47	123	8	72	1	73	48	2	50	123	35,000	2000	24	104	2	125	5	1	..	..
Lauderdale	76	44	120	5	61	5	66	38	0	38	104	70 000	5600	..	99	4	95	8	..	5	..
Lawrence	36	22	58	5	40	5	45	27	1	28	73	8980	2000	12	49	..	1	60	..	6	..
Leake	57	30	87	2	52	5	57	30	.	30	87	7050	850	14	61	..	75	..	..	2	..
Lee	57	32	89	11	43	6	49	30	2	32	81	27,600	2555	18	81	1	2	98	1	2	..
Leflore	16	37	53	2	17	..	17	51	..	51	68	6000	700	..	2	..	2	..	..	..	..
Lincoln	58	29	87	10	51	7	58	27	3	30	88	12,400	1780	6	81	1	1	87	..	3	..
Lowndes	37	49	86	...	23	..	23	38	..	38	61	40,000	4300	9	76	1	86	..	..	..	..
Madison	47	62	109	7	34	7	41	43	1	44	85	17,500	2000	11	100	1	100	12	..	2	..
Marion	39	12	51	2	43	2	45	12	..	12	57	10,370	1180	9	28	..	...	37	..	9	..
Marshall	71	66	137	4	62	2	64	62	..	62	126	21,830	1800	36	99	4	94	45	1	1	..
Monroe	68	51	119	1	64	1	65	51	..	51	116	42,600	3925	9	30	1	40	78	..	..	..

TABLE V.—CONTINUED.

COUNTIES.	No. Scho'ls Taught 1891-92.				No. Districts Established for 1892-93.							School Property Statistics.									
					White.			Colored			Total Both Races.	Value of Houses and Lots.	Value of Furniture.	Kind of Houses.			Houses Owned By		Houses Built in 1891-92		
	White.	Colored.	Total.	Line.	Regular.	Line.	Total.	Regular.	Line.	Total.				Log.	Framed.	Brick.	County.	Otherwise.	Log.	Framed.	Brick.
Montgomery	35	47	82	11	40	8	48	31	4	35	83	$ 13,000	$ 2100	10	52	1	63	18	..	5	..
Neshoba	62	10	72	6	60	3	63	11	1	12	75	4000	1100	30	45	..	...	...	..	5	..
Newton	61	30	91	8	58	1	59	27	..	27	86	6250	1000	31	53	..	25	59	..	1	..
Noxubee	43	56	99	..	39	3	42	55	1	56	98	21,200	1895	15	40	1	22	34	1	..	..
Oktibbeha	38	29	67	..	34	2	36	27	..	27	63	3900	100	5	67	..	4	63	..	..	..
Panola	57	64	121	2	50	4	54	61	1	62	116	8000	850	36	84	1	20	101	2	7	..
Pearl River	24	6	30	3	29	2	31	8	..	8	39	2650	100	19	6	..	19	2	1	..	..
Perry	42	14	56	3	49	3	52	12	1	13	65	7270	200	42	15	..	1	57	1	6	..
Pike	54	43	97	6	45	10	55	44	1	45	100	13,760	1850	21	70	..	45	49	..	3	..
Pontotoc	59	27	86	8	48	5	53	23	2	25	78	17,280	1600	29	40	2	4	67	1	1	..
Prentiss	78	14	92	13	36	8	44	9	2	11	55	21,800	800	12	78	2	81	11	..	1	..
Quitman	13	11	24	1	9	1	10	13	..	13	23	3200	220	...	24	..	1	23	..	1	..
Rankin	61	50	111	8	57	8	65	52	4	56	121	24,750	3100	13	94	2	96	13	1	..	..
Scott	53	27	80	14	42	9	51	28	2	30	81	9800	900	58	23	..	30	50	..	2	..
Sharkey	13	22	35	..	13	..	13	22	..	22	35	10,200	100	..	35	..	13	22	..	..	..

Simpson	46	23	69	8	41	8	49	18	3	21	70	$ 4000	$ 1500	25	45	..	67	3		..	..
Smith	57	14	71	10	57	11	68	14	2	16	84	5300	100	15	56	..	56	15	3	3	.
Sunflower	22	23	45	1	25	1	26	23	..	23	49	1150	175	5	10	..	17	3	..	..	..
Tallahatchie	46	46	92	3	45	1	46	45	1	46	92	9000	1500	10	70	..	...	80	..	..	..
Tate	55	43	98	4	41	1	42	40	..	40	82	17,500	1500	18	72	1	94	4	..	4	..
Tippah	65	14	79	6	43	3	46	15	..	15	61	800	100	30	55	..	40	45	..	1	..
Tishomingo	59	8	67	6	43	4	47	8	..	8	55	6550	100	19	48	..	46	21	..	2	..
Tunica	11	24	35	1	14	..	14	26	1	27	41	4900	900	3	33	..	19	15	..	..	..
Union	57	21	78	8	40	4	44	18	1	19	63	8160	850	16	48	.	49	15		1	..
Warren	32	65	97	..	29	..	29	64	..	64	93	39,500	2825	..	96	1	13	84	..	..	..
Washington	17	74	91	..	19	..	19	74	..	74	93	22,150	2760	..	23	1	24	67	..	2	..
Wayne	51	21	72	5	45	6	51	20	1	21	72	3500	600	43	34	..	50	27	1	2	..
Webster	68	24	92	11	42	8	50	24	1	25	75	12,000	600	27	65	..	...	92	..	..	..
Wilkinson	34	52	86	2	36	2	38	51	1	52	90	2650	150	11	60	..	7	64	..	..	..
Winston	49	29	78	6	50	5	55	28	..	28	83	2490	500	56	27	..	80	3	..	2	..
Yalobusha	40	36	76	8	36	6	42	32	2	34	76	18,950	4000	15	36		51	...			..
Yazoo	66	93	159	2	59	2	61	85	..	85	146	90,020	6870	11	147	2	142	18	..	5	..

TABLE VI.

COUNTIES.	No. Teachers Examined.			No. Teachers Licensed.			Institutes Held.			Amount Collected for Institutes from			Private Schools. No. of Schools.			Private Schools. No. Pupils Enrolled.		
	In Fall.	In Spring.	Total.	White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.
Adams	38	92	130	29	69	98	8	15	23	$14 00	$50 50	$ 64 50	12	3	15	400	205	605
Alcorn	73	29	102	60	29	89	10	4	14	33 50	17 50	51 00	4	..	4	300	....	300
Amite	58	93	151	79	54	133	10	5	15	40 00	37 50	77 50	16	..	16	553	....	553
Attala	54	64	118	52	47	99	5	..	5	27 00	32 00	59 00	1	..	1	66	...	66
Benton	72	23	95	61	34	95	4	3	7	30 50	17 00	47 50	9	5	14	205	101	306
Bolivar	47	53	100	17	69	86	..	5	5	3 50	28 00	31 50	3	.	3	50	....	50
Calhoun	130	20	150	103	12	115	10	6	16	5 50	4 50	10 00	5	..	5	575	....	575
Carroll	99	28	127	55	65	120	.	1	1	27 50	36 00	63 50	6	2	8	320	60	380
Chickasaw	198	87	285	102	113	215	3	10	13	75 00	67 50	142 50	5	..	5	500	...	500
Choctaw	27	51	78	58	13	71	4	3	7	29 50	9 50	39 00	1	..	1	120	...	120
Claiborne	105	66	171	42	76	118	3	3	6	23 00	62 50	85 50	4	1	5	147	235	382
Clarke	65	58	123	50	36	86	3	3	6	36 00	29 00	65 00	7	1	8	197	48	245
Clay	109	43	152	39	73	112	15	15	30	19 50	56 50	76 00	..	..	..	....	....	....
Coahoma	45	27	72	22	50	72	..	9	9	9 00	25 00	34 00	6	4	10	150	350	500
Copiah	83	110	193	69	86	155	7	12	19	41 50	55 00	96 50	2		2	58	...	58

Covington	19	22	41	33	5	38	4	..	4	21 50	11 00	32 50	3	..	3	100	..	100
DeSoto	220	11	231	03	76	139	8	10	18	25 00	90 50	115 50	1	1	2	380	35	415
Franklin	17	37	54	27	19	46	3	2	5	15 00	12 00	27 00	3	..	3	135	...	135
Greene	9	10	19	15	2	17	3	..	3	7 50	2 00	9 50	3	.	3	78	....	78
Grenada	32	36	68	28	40	68	2	2	4	.....	20 00	20 00	1	..	1	86	....	86
Hancock	16	25	41	14	27	41	6	2	8	7 00	13 50	20 50	6	3	9	188	84	272
Harrison	71	55	126	52	11	63	11	2	13	58 50	17 00	75 50	6	..	6	246	....	246
Hinds	215	113	328	116	139	255	6	4	10	58 00	106 00	164 00	8	2	10	750	125	875
Holmes	175	59	234	68	113	181	2	4	6	43 50	80 00	123 50	1	..	1	100	....	100
Issaquena	...	48	48	15	33	48	2	2	4	10 00	30 00	40 00	1	..	1	35	..	35
Itawamba	35	45	70	58	12	70	4	..	4	44 00	6 00	50 00	2	..	2	235	..	235
Jackson	26	11	37	25	5	30	5	..	5	13 50	5 00	18 50	6	2	8	278	50	328
Jasper	46	74	120	56	34	90	1	1	2	33 00	27 00	60 00	10	.	10	950	...	950
Jefferson	76	95	171	32	62	94	8	8	16	17 00	68 50	85 50	2	..	2	171	...	171
Jones	23	75	98	75	6	81	5	3	8	46 00	3 00	49 00	1	..	1	30	..	30
Kemper	35	39	74	33	1	34	2	2	4	22 00	15 00	37 00	25	5	30	445	80	525
Lafayette	152	65	217	139	76	215	16	12	28	73 00	32 50	105 50	14	..	14	560	..	560
Lauderdale	121	70	191	53	71	124	10	10	20	74 00	....	74 00	5	3	8	310	420	730
Lawrence	14	66	80	46	22	68	2	..	2	26 00	14 00	40 00	28	4	32	838	273	1111
Leake	77	83	160	75	34	109	3	3	6	37 50	17 00	54 50	4	..	4	195	....	195
Lee	159	22	181	104	44	148	11	4	15	48 00	20 00	68 00	20	..	20	805	....	805
Leflore	21	14	35	2	13	15	..	2	2	1 50	16 00	17 50	1	..	1	14	....	14
Lincoln	3	65	68	36	6	42	4	4	8	22 00	12 00	34 00	12	4	16	300	284	584
Lowndes	83	148	231	44	76	120	12	12	24	38 00	77 50	115 50	1	1	2	20	120	140
Madison	133	4	137	33	102	135	1	2	3	12 00	42 50	54 50	10	1	11	275	25	300
Marion	15	84	99	54	14	68	..	..	..	26 00	10 00	36 00	5	..	5	415	....	415
Marshall	107	90	197	18	27	45	18	18	36	63 00	35 50	98 50	3	1	4	166	450	616

TABLE VI.—CONTINUED.

COUNTIES.	No. Teachers Examined.			No. Teachers Licensed			Institutes Held.			Amount Collected for Institutes from			Private Schools. No. of Schools			Private Schools. No Pupils Enrolled.		
	In Fall.	In Spring.	Total.	White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.
Monroe	164	3	167	87	76	163	7	4	11	$44 00	39 50	83 50	2	..	2	180	...	180
Montgomery	78	42	120	55	47	102	1	1	2	28 50	31 50	60 00	11	6	17	200	140	340
Neshoba	13	78	91	25	6	31	1	..	1	40 00	5 50	45 50	7	..	7	250	...	250
Newton	80	61	141	27	0	27	4	4	8	27 50	3 00	30 50	7	..	7	422	...	422
Noxubee	110	62	172	28	68	96	12	12	24	20 50	65 50	86 00	3	..	3	240	....	240
Oktibbeha	59	42	101	51	10	61	2	..	2	29 50	21 00	50 50	2	..	2	104	....	104
Panola	198	28	226	76	108	184	12	12	24	33 50	79 50	113 00	6	..	6	253	...	253
Pearl River	8	19	27	15	2	17	2	..	2	22 50	1 00	23 50	1	..	1	150	. .	150
Perry	21	21	42	35	7	42	4	2	6	13 50	3 50	17 00	..	..	..	...	...	....
Pike	111	100	211	92	92	184	7	4	11	68 50	50 50	119 00	6	1	7	258	30	288
Pontotoc	182	64	246	92	30	122	9	3	12	47 00	13 50	60 50	9	1	10	945	150	1095
Prentiss	84	78	162	95	14	109	6	4	10	74 00	7 00	81 00	4	..	4	224	...	224
Quitman	4	...	4	..	4	4	..	..	..	......	2 00	2 00	..	..	..	...	...	....
Rankin	80	124	204	88	100	188	8	10	18	44 00	58 00	102 00	7	..	7	245	..	245
Scott	39	85	124	32	20	52	5	4	9	45 50	16 50	62 00	8	..	8	290	...	290

Sharkey	1	28	29	1	21	22	..	2	2	50	14 00	14 50	2	..	2	10	...	10
Simpson	16	54	70	53	17	70	2	2	4	19 00	5 50	24 50	6	..	6	280	...	280
Smith	39	67	106	78	10	88	1	..	1	30 00	3 50	33 50	8	1	9	580	75	655
Sunflower	13	12	25	6	19	25	1	4	5	3 00	9 50	12 50	..	..	..	....	...	....
Tallahatchie	28	33	61	27	21	48	3	3	6	13 50	24 00	37 50	10	..	10	278	....	278
Tate	172	8	180	87	48	135	12	13	25	49 50	40 50	90 00	5	..	5	200	...	200
Tippah	90	50	140	112	17	129	8	..	8	59 50	11 50	71 00	3	..	3	425	...	425
Tishomingo	52	28	80	77	3	80	10	..	10	38 50	1 50	40 00	1	..	1	210	....	210
Tunica	20	40	60	13	25	38	4	6	10	7 00	23 00	30 00	.	..	.	...	...	....
Union	121	22	143	100	43	143	10	6	16	43 00	17 50	60 50	8	1	9	435	25	460
Warren	95	34	129	45	81	126	..	3	3	22 50	40 50	63 00	7	1	8	650	50	700
Washington	61	43	104	26	75	101	..	8	8	14 00	38 00	52 00	4	1	5	140	60	200
Wayne	25	33	58	37	11	48	3	2	5	19 00	11 50	30 50	5	3	8	256	92	348
Webster	68	69	137	80	39	119	4	2	6	33 00	1 50	34 50	4	2	6	385	....	385
Wilkinson	38	67	105	27	57	84	1	1	2	16 50	36 00	52 50	1	..	1	60	....	60
Winston	39	90	129	92	37	129	6	..	6	19 00	11 00	30 00	5	2	7	61	29	90
Yalobusha	30	56	86	40	30	70	2	2	4	25 00	18 00	43 00	10	5	15	250	100	350
Yazoo	278	53	331	66	67	133	5	5	10	139 00	26 50	165 50	8	1	9	215	50	265

TABLE VII.

NUMBER OF PUPILS STUDYING EACH BRANCH.

COUNTIES.	Spelling.	Reading.	Geography.	Arithmetic.	Mental Arithmetic.	Grammar.	Composit'n.	U. S. Hist.	Physiology.	Natural Philosophy.
Adams	3225	3825	1265	2841	1372	823	679	470	67	38
Alcorn	2957	2446	818	1515	917	577	264	461	58	51
Amite	4598	4651	1612	3061	1019	1213	479	931	302	119
Attala	5993	4363	2108	2378	593	1562	141	1085	331	103
Benton	2513	1947	589	1293	445	499	146	435	60	43
Bolivar	3841	4628	1481	2029	914	775	356	335	72	20
Calhoun	4592	3899	1351	2322	730	1198	341	1018	281	258
Carroll	4483	4211	1607	2482	590	1420	377	748	251	83
Chickasaw	3763	3665	1260	2684	471	1223	449	1022	222	139
Choctaw	2575	2135	1102	1445	562	692	379	558	131	58
Claiborne	2856	3743	1319	2184	553	784	433	360	64	18
Clarke	3600	3501	1397	2450	517	736	310	570	186	40
Clay	3456	3954	1418	2575	1281	1238	1069	917	420	95
Coahoma	2961	2931	1002	1902	717	642	300	249	82	8
Copiah	5599	6145	2844	4408	1239	2222	1679	399	170	180
Covington	2372	1835	780	1240	175	374	146	354	60	21
DeSoto	4774	4479	1694	3065	1618	1325	547	850	375	122
Franklin	2464	2929	1580	1304	517	486	140	338	66	42

Greene	915	869	401	376	145	175	129	195	8	1
Grenada	315	2866	1384	2278	370	973	126	623	289	88
Hancock	1405	1100	634	702	550	467	328	474	218	178
Harrison	2306	2420	848	1972	1120	572	485	526	57	26
Hinds	5814	7946	2958	5171	1737	2209	931	1372	360	75
Holmes	5265	7095	3270	5188	1939	2420	530	2039	410	344
Issaquena	1989	1980	920	1140	1360	640	75	345	52	15
Itawamba	3400	3327	911	2303	200	800	110	560	80	45
Jackson	1914	1914	535	1297	306	397	172	175	43	36
Jasper	4709	4628	3060	3974	2909	2879	2100	1260	909	480
Jefferson	2715	3156	1113	1790	1383	775	585	510	130	40
Jones	2463	1965	684	2115	187	500	127	464	42	10
Kemper	1333	3740	1210	1760	330	990	330	660	105	50
Lafayette	5240	4760	2161	3309	936	1913	489	1336	263	184
Lauderdale	6595	6393	3864	4644	2559	3280	3045	3165	328	447
Lawrence	2049	1546	1056	1680	353	780	304	459	117	102
Leake	3861	3122	1275	1726	306	839	176	657	54	57
Lee	4569	4315	1583	3909	970	1331	517	1163	349	162
Leflore	2256	2016	829	1074	422	518	206	260	50	27
Lincoln	4277	4374	2127	2477	960	581	666	735	192	91
Lowndes	4377	5250	1755	3327	598	1262	398	717	231	64
Madison	4161	5199	2260	3168	1277	1515	429	1017	319	130
Marion	2431	2096	1227	1498	320	1200	195	800	302	92
Marshall	5397	5049	3486	3500	1120	2186	634	1162	279	177
Monroe	6041	5121	3122	4265	1420	2389	1279	1731	274	114
Montgomery	3183	3181	1137	2137	498	1057	431	435	220	185
Neshoba	2585	1976	1503	1507	50	704	700	622	209	150
Newton	3765	2927	1139	1956	477	584	415	479	195	87

TABLE VII.—CONTINUED.

NUMBER OF PUPILS STUDYING EACH BRANCH.

COUNTIES.	Spelling.	Reading	Geography.	Arithmetic.	Mental Arithmetic	Grammar.	Composition.	U. S. History.	Physiology.	Natural Philosophy.
Noxubee	3612	4534	1773	3668	1363	1251	715	880	215	54
Oktibbeha	3264	3043	1192	1605	655	704	341	557	152	37
Panola	6326	6734	3190	5026	2391	2806	970	1973	675	107
Pearl River	990	908	278	571	134	196	50	222	62	22
Perry	1610	1200	656	863	299	453	273	217	80	30
Pike	5019	4667	2295	3598	444	1505	806	1417	357	227
Pontotoc	4011	4020	998	2615	1160	1180	245	810	174	106
Prentiss	3859	3165	932	1716	1117	814	293	524	92	53
Quitman	452	387	228	395	80	175	89	135	2	1
Rankin	4547	4304	1778	2853	785	1255	576	650	192	59
Scott	2928	2615	1155	1641	592	882	327	599	146	86
Sharkey	1672	1824	675	1104	379	318	135	138	28	3
Simpson	2773	2448	702	1289	300	356	60	209	40	50
Smith	2500	2000	1500	1672	647	1593	829	1336	149	83
Sunflower	1783	1899	552	949	297	385	146	215	12	2
Tallahatchie	4012	3146	1884	1869	1 22	1339	862	625	125	50
Tate	4500	4572	1782	2959	2067	1475	670	974	377	170
Tippah	3213	2392	768	1538	493	657	232	512	193	100

Tishomingo	1999	1513	349	878	308	308	60	287	42	14
Tunica	1345	1636	586	864	322	349	25	117	18	3
Union	3488	2955	1159	2195	526	2030	256	778	248	114
Warren	4521	6092	2546	3830	2056	1862	1276	975	246	122
Washington	5693	5964	2767	3003	1769	1514	994	1271	300	208
Wayne	2570	2165	635	1094	651	384	128	419	42	26
Webster	3117	2681	1056	1838	466	784	175	527	199	94
Wilkinson	2852	3365	1096	1616	344	585	37	316	13	.....
Winston	4000	3901	1213	1716	487	923	702	804	331	302
Yalobusha	2581	1717	971	905	978	875	875	930	320	370
Yazoo	6674	7184	3270	4604	2291	1990	780	1376	330	113

TABLE VIII.

COUNTIES.	Co. Superintendent's Salary.	Total Receipts.	Total Expenditures.	Balance.	County Levy.	City Levy.	County Levy for Schools—Mills.	Amount Received from Polls.	Unpaid Warrants.
Adams	$ 571	$ 31,770 92	$ 21,739 47	$ 10,031 45	2624 85	9085 35	1	$ 3483 00	$ 114 50
Alcorn	559	15,248 86	12,567 75	2681 11	2775 64	1211 15	3	3401 33	....
Amite	400	21,673 90	21,149 79	524 11	6526 40	....	3	4902 00	150 00
Attala	550	24,749 62	23,245 27	1504 35	4910 92	2429 03	5	6213 92	....
Benton	460	12,079 47	12,074 80	4 67	2174 33	....	3	2470 00	581 35
Bolivar	600	16,736 09	15,507 57	1228 52	2304 00	....	1	2048 68	....
Calhoun	269	20,365 87	20,170 43	195 44	3423 27	....	3	3436 32	10,899 86
Carroll	400	31,732 87	30,288 92	1343 95	6700 60	....	3	5014 00	....
Chickasaw	450	18,360 27	17,244 86	1115 41	4476 27	1540 00	3	4476 27	5332 40
Choctaw	256	13,611 03	13,075 89	535 14	1794 31	....	2	3173 04	116 50
Claiborne	580	17,528 92	16,375 43	1153 49	4972 71	1645 61	3	4413 53	....
Clarke	492	14,101 72	13,494 58	607 14	4069 13	1204 58	3	3813 45	....
Clay	431	22,232 18	22,697 36	....	3744 93	2237 22	3	3266 68	523 08
Coahoma	400	13,215 08	13,042 74	172 34	3382 50	....	3	1483 89	....
Copiah	720	37,830 03	32,429 76	5400 27	6600 18	7244 43	3½	7578 34	....
Covington	187	9815 76	7883 93	1931 83	2005 15	....	3	2226 00	26 16
DeSoto	500	20,220 82	19,826 04	394 78	7471 25	....	3	5367 48	40 00
Franklin	300	9642 69	9579 22	63 47	4346 14	....	4½	2711 26	727 00
Greene	150	4142 29	3752 90	389 39	2193 48	....	......	934 80	....

Grenada	$ 600	21,304 63	17,983 29	3321 34	3231 15	$ 2874 60	7½	$ 3494 96	....
Hancock	325	10,489 79	8714 32	1775 47	2938 54	1038 89	3	1991 20	....
Harrison	717	15,367 84	15,068 28	299 56	4729 60	2282 41	3⅓	2149 86	....
Hinds	800	38,805 51	33,754 48	5051 03	5839 26	7234 55	1	8877 90	....
Holmes	800	28,880 62	27,667 06	1213 56	11,010 58	717 78	3	6337 82	....
Issaquena	450	10,898 47	8100 87	2797 60	4377 42	....	3	1696 80	....
Itawamba	359	11,661 01	11,595 25	65 76	2275 13	....	3	3608 10	....
Jackson	507	11,771 26	9516 28	2254 98	3992 67	....	2⅝	2599 20	....
Jasper	340	12,892 77	12,372 11	520 66	3459 65	....	3	3870 30	182 34
Jefferson	613	19,637 71	16,502 75	3134 96	7866 75	....	5	4700 70	....
Jones	371	8562 76	8025 16	537 59	2835 67	....	2½	2306 90	....
Kemper	356	13,460 01	13,460 01	....	3426 77	....	2½	4719 82	....
Lafayette	589	33,715 55	31,996 41	1719 14	7069 09	3488 95	5	5516 86	....
Lauderdale	750	47,697 88	45,862 24	1835 64	8928 45	14,197 73	3	3699 82	....
Lawrence	351	7552 33	7551 30	1 03	2328 30	....	2	3378 84	378 75
Leake	350	13,792 73	13,396 16	396 57	5749 23	....	4½	3849 49	135 00
Lee	675	24,360 83	19,260 52	5100 31	6391 60	1137 05	3	4743 96	....
Leflore	274	13,738 63	13,704 38	34 25	2010 68	....	...	897 70	40 00
Lincoln	295	19,532 08	18,622 55	909 53	7067 19	2328 28	5	4365 06	....
Lowndes	583	27,067 71	26,376 35	691 36	6065 02	5182 07	3	4180 72	....
Madison	966	27,404 57	24,708 72	2695 85	8054 84	2231 01	3½	5726 48	....
Marion	340	11,548 23	9592 43	1955 80	3720 15	....	3	2748 10	....
Marshall	800	35,484 70	25,436 06	10,047 64	6820 07	2269 21	3	5644 90	....
Monroe	775	31,311 88	30,346 89	964 99	1167 54	7000.00	½	5367 50	....
Montgomery	353	13,840 69	13,681 20	159 49	3504 74	1901 27	3	3521 68	80 00
Neshoba	223	6672 27	6072 27	600 00	5550 99	....	...	2914 55	....
Newton	400	19,011 16	16,492 37	2518 27	4230 54	....	2½	4149 22	93 70
Noxubee	796	22,940 83	22,111 24	829 59	8308 94	3320 58	3	4611 00	446 91

TABLE VIII.—CONTINUED.

COUNTIES.	County Superintendent's Sal'y.	Total Receipts.	Total Expenditures.	Balance.	County Levy.	City Levy.	County Levy for Schools. (Mills).	Amount Receiv'd from Polls.	Unpaid Warrants.
Oktibbeha	$ 643	$ 12,891 45	$ 13,597 02	$	$ 3003 38	$ 1334 44	4	$ 3600 64	$ 759 84
Panola	800	37,605 88	29,708 26	7897 62	11,934 18	....	3	6464 02	....
Pearl-River	259	5795 43	5515 81	279 62	2568 63	....	3	917 70	3 00
Perry	303	11,216 27	10,187 74	1028 53	3723 00	2134 42	3½	1964 65	....
Pike	525	29,440 94	24,628 33	4501 19	7037 51	1278 13	3	4943 36	643 65
Pontotoc	480	19,260 30	18,703 44	556 86	3165 56	....	2½	4179 45	770 00
Prentiss	385	12,151 76	12,151 76	....	1906 38	....	1½	3705 05	26 56
Quitman	200	3440 99	3400 02	40 97	1725 94	....	3	564 30	....
Rankin	480	17,366 96	16,969 46	397 50	4957 87	786 37	2.8	5007 22	....
Scott	379	10,479 16	9894 80	584 36	3399 94	....	3	2393 96	122 30
Sharkey	600	15,860 26	11,017 68	4842 58	4299 78	....	3	1818 84	....
Simpson	240	6784 69	6703 89	80 80	1263 85	....	2	2824 49	1576 80
Smith	248	8650 12	8568 97	81 15	3561 98	....	......	2595 40	83 51
Sunflower	381	12,004 18	9923 90	2080 28	2694 56	....	1¾	2250 12	45 40
Tallahatchie	420	17,128 39	15,604 91	1523 48	5503 42	....	3	3396 00	....
Tate	697	25,414 00	22,844 49	2569 51	7231 96	3577 65	3½	5152 09	....
Tippah	450	13,066 82	12,306 85	759 97	2938 84	....	3	2998 20	4394 24
Tishomingo	274	10,391 52	9783 52	608 00	1155 87	779 46	3½	2293 30	4675 84
Tunica	300	8717 52	6816 13	1901 39	648 57	....	½	2537 45	....
Union	442	15,916 72	15,643 88	272 84	....	....	......	4370 78	2795 26

Warren..........	$ 845	$ 41,674 91	$ 29,188 89	$ 12,486 02	$ 5494 68	$ 18,294 59	3	$ 4852 95	$ 198 60
Washington	800	30,276 02	29,094 69	1181 33	....	2762 83	......	3542 76	....
Wayne...........	395	9399 98	8164 52	1235 46	3057 72	....	3½	2372 25	989 84
Webster..........	300	15,206 80	14,670 08	536 72	2848 01	....	3	3333 60	3728 11
Wilkinson	675	14,870 70	14,257 18	613 52	6577 30	....	3⅜	4304 91	....
Winston..........	275	10,620 85	10,181 72	439 13	2458 12	....	3	2458 12	....
Yalobusha	365	27,482 67	27,252 55	230 12	3155 00	5569 31	3	4118 58	10,000 00
Yazoo.............	733	38,831 22	37,682 30	1148 92	10,155 89	5631 90	3	6427 18	500 00

FINANCIAL REPORTS OF COUNTY SUPERINTENDENTS FOR 1891–'92.

(The amount paid separate school districts for county pupils is taken from the county levy.)

RECEIPTS.

	Adams.	Alcorn.	Amite.	Attala.	Benton.	Bolivar.	Calhoun.	Carroll.	Chickasaw.
Bal. bro'ht forward last year	$ 7744 43	$ 1339 78	$ 2052 07	$ 1962 27	$ 994 09	$ 10,889 47	$ 182 43	4134 39	$ (*b*) 9 09
State distribution	5760 36	2443 20	2517 20	2976 00	1774 30	1462 20	1866 85	2213 80	3318 31
Polls	3483 00	3401 33	4902 00	6213 92	2470 00	2048 68	3436 32	5014 00	3927 65
County levy	2624 85	2775 64	6526 40	4910 92	2174 33	2304 00	3423 27	6700 60	4476 27
City levy	9085 35	1211 15	....	2429 03	....	....	....	....	1540 00
Chickasaw fund	....	2273 35	....	....	2302 95	....	2884 49	....	2866 72
Sixteenth section fund	....	....	....	280 00	....	168 31	....	....	....
Institute fund	176 50	46 00	126 50	232 90	38 00	31 74	10 00	49 50	....
Two and three p'r cent. f'nd	....	....	425 64	....	....	....	....	....	....
Spec'l levy for old warrants	....	....	3367 07	2700 57	842 15	....	8558 00	11,752 53	....
Spec'l levy for build'g (city)	....	....	....	759 07	....	....	....	....	....
Tuition for Co pupils (city)	....	....	....	368 65	....	....	....	....	43 30
Tuition for City	....	25 80	....	....	....	....	....	....	....
Railroad tax	....	1143 33	....	....	899 90	....	....	....	435 33
Land redemption	....	1 78	....	....	....	....	1 26	107 50	38 52
Estrays	75 43	....	16 55	....	....	9 85	3 25	20 75	....
Fines and forfeitures	2279 95	541 50	1312 75	1042 00	350 25	955 76	....	600 60	740 19
Other sources	541 05	46 00	427 72	874 29	233 50	....	....	1139 20	964 89
Total receipts	$ 31,770 92	$ 15,248 86	$ 21,673 90	$ 24,749 62	$ 12,079 47	$ 16,736 09	$ 20,365 87	$ 31,732 87	$ 18,360 27

FINANCIAL REPORTS.—CONTINUED.

DISBURSEMENTS.

Salary of County Sup'ts.	$ 571 17	$ 558 82	$ 400 00	$ 550 20	$ 460 00	$ 599 94	$ 268 75	$ 400 00	$ 450 00
Sal. City Supt. or Principal	1575 00	600 00	....	900 00	....	....	....	....	....
Teachers' Salaries	16,497 95	10,479 76	13,942 72	16,641 98	8056 97	14,729 74	10,618 62	12,586 03	10,072 92
Treasurer's Commissions	520 17	317 02	355 05	536 89	276 18	37 64	505 08	550 40	419 19
Fuel and Janitor	628 10	204 30	9 50	596 31	....	....	....	....	....
Rent and Repairs	1511 25	59 24	....	737 75	....	....	....	160 12	....
Paid Township Trustees	....	....	....	....	....	100 00	....	....	....
Interest on Bonds	....	....	....	....	....	....	....	....	....
Insurance	....	71 72	....	....	....	....	....	....	....
Paid Examiners	144 70	66 50	46 20	57 25	43 50	15 90	70 30	134 00	55 20
Paid Institute Conductors	90 00	50 00	87 50	84 50	....	....	....	57 50	....
Con'gent Institute Expenses	14 01	....	8 00	2 00	....	....	....	....	....
For Building	....	....	61 50	....	....	....	....	197 57	....
Incidentals	136 12	15 25	94 57	522 39	6 75	109 35	135 20	24 15	31 07
Salary County School Board	36 00	42 00	24 00	45 00	45 00	15 00	45 00	42 00	....
On old Warrants	15 00	....	6120 75	2571 00	3186 40	....	8527 48	16,137 15	6055 73
Assessor	....	103 14	....	....	....	....	....	....	160 75
Total Disbursements	$21,739 47	$12,567 75	$21,149 79	$23,245 27	$12,074 80	$15,507 57	$20,170 43	$30,288 92	$17,244 86
Balance to carry forward	10,031 45	2681 11	524 11	1504 35	4 67	(*a*) 1228 52	195 44	(*c*) 1343 95	1115 41
Amount of unpaid warrants	114 50	....	150 00	....	581 35	....	10,899 86	....	5332 40

(*a*.) This report is from January 16, 1892.
(*b*.) See notes at end of statistics.
(*c*.) Amount paid teachers taken from treasurer's report.

FINANCIAL REPORTS—CONTINUED.

RECEIPTS.

	Choctaw.	Claiborne.	Clarke.	Clay.	Coahoma.	Copiah.	Covington.	De Soto.	Franklin.
Bal. brought for'd last year	$ 1143 87	$ 1265 60	$ 424 54	$ 2808 99	$ 595 19	$ 2394 84	$ 3081 89	$ 138 01	$ 48 12
State Distribution........	2193 90	2765 52	1817 95	2940 95	4542 90	4303 25	979 27	2790 80	1805 50
Polls....	3173 04	4413 53	3813 45	3266 68	1483 89	7578 34	2226 00	5367 48	2711 26
County Levy............	1794 31	4972 71	4069 13	3744 93	3382 50	6600 18	2005 15	7471 25	4346 16
City Levy......	....	1645 61	1204 58	2237 22	....	7244 43	....	....	....
Chickasaw Fund.........	....	....	....	2008 35	....	....	....	2766 75	....
Sixteenth Section Fund ...	....	150 00	....	....	....	....	383 94	....	253 15
Institute Fund....... ...	34 00	....	....	....	75 50	....	44 00	....	41 50
Two and Three Pr. Ct. F'd	....	....	886 25	....	....	449 70	22 53	....	....
Spec'l levy for old Warrants	4848 85	....	....	....	....	....	....	....	....
Levy for Building (in city)	....	....	....	1960 42	....	2423 92	....	....	....
Fr'm Co. for Co.pupils(city)	....	156 85	282 05	717 55	148 38	1060 70	....	....	....
From pupils (tuition fees in city)................	....	....	318 75	....	....	1052 11	....	....	....
Railroad Tax	....	....	....	....	....	1544 08	....	1144 13	....
Land Redemptions........	....	....	26 02	....	....	....	....	....	....
Estrays....	....	....	....	....	....	....	....	37 70	2 00
Fines and Forfeitures......	423 06	1557 20	582 00	1001 59	....	2674 13	1073 48	504 70	435 00
Other sources....	....	600 00	677 00	1545 50	652 88	504 35	....	....	....
Total Receipts.	$13,611 03	$17.528 92	$14,101 72	$22,232 18	$13,215 08	$37,830 03	$ 9815 76	$20,220 82	$ 9642 69

FINANCIAL REPORTS—CONTINUED.

DISBURSEMENTS.

Salary of Co. Superint'dent	$ 255 78	$ 579 61	$ 492 09	$ 430 95	$ 399 90	$ 720 00	$ 187 50	$ 500 00	$ 300 00
Sal'y of City Supt. (prin'al)	....	....	637 50	1350 00	900 00	2650 00	....	....	....
Teachers' Salaries...	6561 80	15,160 69	10,813 95	17,434 15	10;238 70	24,769 37	6693 81	18,396 83	8797 18
Treasurer's Commissions...	300 35	338 66	281 16	332 95	257 83	608 79	164 90	357 59	238 53
Fuel and Janitor........	....	....	....	218 05	147 61	442 74	....	....	....
Rent and Repairs.... ...	....	....	....	33 02	472 00	130 00	22 53	....	....
Paid Township Trustees...	....	....	....	....	....	....	335 35	....	....
Interest on Bonds........	....	....	....	1960 42	....	2280 00	....	....	....
Insurance...	....	....	22 50	36 00	....	....	....	....	....
Paid Examiners..	66 00	54 95	67 25	56 10	5 10	33 00	66 85	101 90	41 85
Paid Institute Conductors..	50 00	....	....	....	10 00	....	....	....	12 50
Contingent Institute Exp'es	....	5 00	....	....	4 00	....	....	....	....
For Building	....	....	289 00	....	568 70	323 00	....	....	....
Incidentals.......... ...	....	40 90	211 06	229 01	8 90	457 86	35 29	439 72	164 56
Salary of Co. School Board	54 00	39 00	30 00	18 00	30 00	15 00	45 00	30 00	15 00
On old Warrants.........	5787 96	....	531 93	598 71	....	....	332 70	....	9 60
Asssessor..........	....	156 62	118 14	....	....	....	....	....	....
~~Total~~ Disbursements....	$13,075 89	$16,375 43	$13,494 58	$22,697 36	$13,042 74	$32,429 76	$ 7883 93	$19,826 04	$ 9579 22
Balance to carry forward..	535 14	(*a*)1153 49	607 14	....	172 34	5400 27	1931 83	394 78	63 47
Deficit....	....	....	....	705 57	....	....	....	....	....
Amount of unpaid warrants	116 50	....	....	523 08	....	....	26 16	40 00	727 00
Amount of Building Bonds.	....	....	....	11,000 00	....	38,000 00	....	....	....

(*a*). This balance is $47.05 more than Treasurers' report.

FINANCIAL REPORTS.—Continued.

RECEIPTS.

	Greene.	Grenada.	Hancock.	Harrison.	Hinds.	Holmes.	Issaquena.	Itawamba.	Jackson.
Bal. brought for'd last year	$(*a*) 53 56	$ 4999 01	$ 1836 54	$ 1312 65	$ 1400 26	$ 439 59	$ 921 43	....	$ 1676 39
State Distribution........	419 05	1389 10	963 85	1274 75	7427 20	3858 05	1382 34	2259 78	1516 00
Polls..................	934 80	3494 96	1991 20	2149 86	8877 90	6337 82	1696 80	3608 10	2599 20
County levy.............	2193 48	3231 15	2938 54	4729 60	5839 26	11,010 58	4377 42	2275 13	3992 67
City levy................	....	2874 60	1038 89	2282 41	7234 55	717 78	....	....	....
Chickasaw Fund.........	....	....	....	....	....	....	....	3029 96	....
Sixteenth Section Fund......	....	305 00	52 13	847 74	1845 80	1508 80	621 00	....	....
Institute Fund...........	3 00	50 00	20 50	....	....	....	40 00	32 00	....
Two and Three Pr. Ct. F'd	15 00	....	....	....	....	53 62	....	....	....
Spec'l levy for b'ild'g (city)	....	1437 35	939 65	....	....	....	....	....	....
F'm Co. for Co. pupils (city)	....	132 58	58 64	....	364 11	650 72	....	....	....
From pupils (tuition fees in city)...........	....	64 00	....	19 50	129 60	8 25	....	....	....
Railroad Tax............	162 50	....	....	1193 55	844 62	2199 88	....	....	....
Land Redemptions........	....	....	....	3 64	851 67	....	....	86 22	....
Estrays................	....	....	....	....	137 10	....	....	....	....
Fines and Forfeitures.....	360 90	3335 88	649 85	697 00	2256 61	883 95	1859 48	259 00	1987 00
Other Sources...........	....	....	....	398 09	(*c*) 1078 83	327 63	....	110 82	....
County Fund...........	....	....	....	459 05	....	883 95	....	....	....
Total Receipts..........	$ 4142 29	$21,304 63	$10,489 79	$15,367 84	$38,805 51	$28,880 62	$10,898 47	$11,661 01	$11,771 26

FINANCIAL REPORTS.—CONTINUED.

DISBURSEMENTS.

Salary of County Supt....	$ 150 00	$ 599 80	$ 325 00	$ 716 76	$ 800 00	$ 702 50	$ 450 00	$ 358 62	$ 506 64
Sal. City Supt. or Principal	....	900 00	....	1075 00	1980 00	525 00	....	....	....
Teachers' Salaries.........	3415 14	12,974 30	7546 00	11,100 62	26,573 81	23,944 16	6643 20	10,694 02	8655 15
Treasurer's Commissions...	97 60	458 88	252 99	436 02	....	460 87	296 57	300 25	253 32
Fuel and Janitor..........	....	222 46	18 00	182 07	553 31	12 10	....	....	....
Rent and Repairs.	....	90 85	128 33	....	756 19	89 90	....	....	....
Paid Townships..........	....	....	....	738 87	160 00	1514 80	375 60	....	....
Interest on Bonds.........	....	2460 00	....	....	....	....	....	....	....
Insurance................	....	....	....	4 39	192 85	....	....	....	....
Paid Examiners...........	21 50	14 40	32 90	37 80	234 80	139 80	....	34 20	45 00
Paid Institute Conductors..	....	30 00	....	....	....	....	....	30 00	....
Con'g't Institute Expenses.	....	....	....	....	....	....	....	2 00	....
Incidentals...............	3 00	214 60	249 08	198 10	186 48	232 93	....	29 16	23 17
Sal. County School Board..	27 00	18 00	30 00	30 00	39 00	45 00	....	45 00	33 00
On Old Warrants.........	7 00	....	62 80	548 65	2378 04	....	335 50	....	....
Assessor................	31 66	....	69 22	....	....	....	....	102 00	....
Total Disbursements....	$ 3752 90	$ 17,983 29	$ 8714 32	$ 15,068 28	$ 33,754 48	$ 27,667 06	$ 8100 87	$ 11,595 25	$ 9516 28
Balance to carry forward...	389 39	3321 34	(*b*) 1775 47	(*d*) 299 56	(*e*) 5051 03	1213 56	2797 60	65 76	2254 98

(*a*) This is the Treasurer's report.

(*b*) This balance is too small by $143.86.

(*c*) Includes $800, superintendent's salary from general county fund.

(*e*) Includes $1685.80 of Township Fund.

(*d*) Owing to the utter confusion of the county treasurer's report, this balance is $158.96 too large.

FINANCIAL REPORTS.—Continued.

RECEIPTS.

	Jasper.	Jefferson.	Jones.	Kemper.	Lafayette.	Lauderd'le	Lawrence.	Leake.	Lee.
Bal. brought for'd last year.	$ 2527 75	$ 1536 06	$ 905 88	....	$ 17 59	$ 1954 11	$ 3 79	(*b*) 1383 09	$ 2860 24
State Distribution........	2224 20	2623 90	1297 55	2850 10	3917 90	6104 27	1483 20	2310 75	2965 20
Polls	3870 30	4700 70	2306 90	4719 82	5516 86	3699 82	3378 84	3849 49	4743 96
County Levy...........	3459 65	7866 75	2835 67	3426 77	7069 09	8928 45	2328 30	5749 23	6391 60
City Levy.............	....	....	....	....	3488 95	14,197 73	....	....	1137 05
Chickasaw fund.........	....	....	....	....	3597 29	....	....	....	2570 32
Sixteenth Section Fund...	....	991 34	....	110 75	....	....	90 57	160 50	....
Institute Fund.........	....	....	39 00	....	....	74 00	43 25	97 10	16 00
Two and Three Pr. Ct. F'd	....	789 66	....	776 70	....	398 17	....	....	....
Spec'l levy for Old War'nts	....	....	....	1000 00	4583 14	....	....	106 13	....
Spec'l levy f'r b'ld'g (city)	....	....	....	....	2492 09	1797 76	....	....	....
F'm Co. for Co. Pupils (city)	....	....	....	....	459 29	871 80	....	....	....
From pupils (tuition fees in city)..........	....	....	....	....	106 35	....	....	....	....
Railroad Tax..........	428 65	....	716 75	....	....	....	....	....	105 24
Land Redemptions.......	35 22	....	....	27 82	....	....	....	61 24	20 75
Estrays................	....	....	....	....	....	....	19 83	20	....
Fines and Forfeitures......	347 00	1129 30	461 01	548 05	2231 25	2602 07	204 55	75 00	865 96
Other Sources..........	....	....	....	....	235 75	(*c*) 7069 70	....	....	1000 00
Total Receipts..........	$ 12,892 77	$ 19,638 71	$ 8562 76	$ 13,460 01	$ 33,715 55	$ 47,697 88	$ 7552 33	$ 13,792 73	$ 24,360 83

FINANCIAL REPORTS.—Continued.

DISBURSEMENTS.

Salary of County Sup't...	(*a*) 339 64	612 50	371 37	355 55	589 49	750 00	351 45	350 00	675 15
Sal. City Sup't(or principal)	....	....	....	....	1350 00	2000 00	....	....	800 00
Teachers' Salaries..........	11,439 81	14,764 32	7195 82	11,663 88	21,762 01	35,485 13	6368 40	10,526 98	15,929 20
Treasurer's Commissions...	259 09	326 43	191 35	284 43	289 24	367 84	184 86	310 29	532 32
Fuel and Janitor..........	....	....	....	....	205 00	850 15	....	....	217 91
Rent and Repairs,..........	....	....	....	....	....	182 27	....	....	81 05
Paid Township Trustees...	....	479 25	....	....	....	....	....	....	....
Interest on Bonds..........	....	....	....	....	2466 09	900 00	....	....	600 00
Insurance..........	....	....	....	....	....	406 18	....	....	....
Paid Examiners..........	64 10	73 10	30 20	97 15	153 50	193 20	50 50	142 60	41 00
Paid Institute Conductors.	....	....	38 03	....	21 00	45 00	35 00	60 00	....
Cont'g Institute Expenses	....	....	....	....	....	....	....	10 78	....
For building..........	181 47	180 00	....	....	....	86 50	....	....	....
Incidentals..........	20 00	45 15	11 75	5 00	395 63	89 10	....	44 51	338 89
Salary of Co. School Board	30 00	21 00	36 00	54 00	45 00	45 00	30 00	45 00	45 00
On Old Warrants..........	38 00	....	78 45	1000 00	4560.29	4461 87	522 10	1906 00	....
Assessor..........	....	....	72 16	....	159 18	....	8 99	....	....
Total Disbursements....	$12 372 11	$16,501 75	$ 8024 16	$13,460 01	$31,996 41	$45,862 24	$ 7551 30	$13,396 16	$19,260 52
Balance to carry forward...	520 66	3135 96	537 59	....	1719 14	1835 64	1 03	396 57	5100 31
Am't of unpaid Warrants	182 34	....	....	....	....	....	378 75	135 00	....

(*a*) Disbursements taken from report of County Treasurer.
(*b*) From Treasurer's report.
(*c*) Includes $7000 borrowed money.

FINANCIAL REPORTS.—Continued.

RECEIPTS.

	Leflore.	Lincoln.	Lowndes.	Madison.	Marion.	Marshall.	Monroe.	Montgomery.	Neshoba.
Bal. br'ght for'd last year..	$ 7249 68	$ 577 66	$ 2057 34	$ 3301 16	$(*c*) 133 81	$ 3186 81	$ 3071 04	$ 583 13	$ 1146 44
State Distribution.........	358 78	2582 40	5174 40	35 72	1589 70	1898 39	4116 00	1802 40	2276 40
Polls......................	897 70	4365 06	4180 72	5726 48	2748 10	5644 90	5367 50	3521 68	2914 55
County levy................	2010 68	7067 19	6065 02	8054 84	3720 15	6820 07	1167 54	3504 74	....
City levy..................	....	2328 28	5182 07	2231 01	....	2269 21	7000 00	1901 27	....
Chickasaw Fund.	....	....	....	....	....	3967 56	2202 38	....	....
Sixteenth Section Fund...	733 10	127 33	2398 56	1508 93	2397 37	....	....	15 00	90 45
Institute Fund............	....	....	136 50	....	36 00	269 95	34 00	106 28	25 00
Two and Three Pr. Ct. F'd	....	....	....	....	124 85	....	....	....	....
Spec'l levy for Old War'nts	....	....	....	....	....	1886 61	....	....	....
Spec'l levy for b'lding(city)	....	776 08	....	....	....	....	....	....	....
F'm Co. for Co. pupils(city)	....	(*b*) 438 05	307 50	669 55	....	....	....	....	....
From pupils (tuition fees in city)................	....	181 25	18 00	....	....	....	....	....	....
Railroad Tax..............	....	....	1415 00	1067 00	....	3753 46	4972 12	685 50	....
Land Redemptions........	....	....	....	....	....	111 80	....	....	219 43
Estrays....................	....	13 58	....	....	11 75	(*f*) 151 00	....	6 50	....
Fines and Forfeitures.	656 85	776 70	132 60	522 10	786 50	2547 83	2031 30	1131 11	....
Other Sources.............	487 84	298 50	....	751 50	....	2977 11	1350 00	583 08	....
Total Receipts..........	$ 13,738 63	$ 19,532 08	$ 27,067 71	$ 27,404 57	$ 11,548 23	$ 35,484 70	$ 31,311 88	$ 13,840 69	$ 6672 27

FINANCIAL REPORTS—CONTINUED.

DISBURSEMENTS.

Sal. County Superintendent	$ 274 36	$ 295 00	$ 583 25	$ 966 50	$ 339 70	$(*a*) 850 84	$ 774 90	$ 352 65	$ 222 92
Sal. City Supt. or Principal	....	630 00	1075 05	1000 00	....	....	1500 00	....	....
Teachers' Salaries.........	7992 80	12,536 99	20,539 40	21,111 62	7728 21	21,904 00	24,548 50	11,877 85	5550 99
Treasurer's Commissions...	272 45	464 06	392 42	599 33	250 20	477 82	320 60	265 00	89 10
Fuel and Janitor..........	....	....	322 65	....	....	....	410 00	....	....
Rent and Repairs..........	....	....	743 56	....	....	....	238 50	....	....
Paid Township Trustees...	383 00	....	....	938 97	1057 03	....	....	....	....
Interest on Bonds.........	....	757 05	....	....	....	....	1500 00	....	....
Insurance................	....	....	250 00	....	....	....	....	....	....
Paid Examiners...........	37 20	49 30	105 15	....	82 00	124 10	59 10	73 70	68 50
Paid Institute Conductors..	....	....	90 00	20 00	....	90 00	54 00	70 00	25 00
Con'g'nt Institute Expenses	....	....	6 18	....	....	12 70	3 00	....	....
For Building...	....	....	1470 75	....	....	....	....	....	....
Incidentals...............	4723 59	3 70	782 94	57 30	11 44	61 70	539 85	(*e*) 900 00	70 76
Sal. County School Board..	21 00	45 00	15 00	15 00	45 00	(*d*) 45 00	45 00	36 00	45 00
On Old Warrants........	....	3841 45	....	....	78 85	1869 90	87 28	106 00	....
Assessor.................	....	....	....	....	....	....	246 16	....	....
Total Disbursements....	$ 13,704 38	$ 18,622 55	$ 26,376 35	$ 24,708 72	$ 9592 43	$ 25,436 06	$ 30,346 89	$ 13,681 20	$ 6072 27
Balance to carry forward...	34 25	909 53	691 36	2695 85	1955 80	10,047 64	964 99	159 49	600 00
Am't of unpaid warrants..	40 00	....	....	....	....	....	....	....	....
Amount of Building Bonds	....	10 500 00	....	....	....	....	....	80 00	....

(*a*) This report is compiled from the reports sent by the Superintendent and the treasurers, whose reports did not coincide. (*b*) From county treasurer. (*c*) This is the report of county treasurer rendered January 3, 1893. (*d*) The county treasurer reports nothing paid to the school board, and his report of the amount paid teachers does not agree with the Superintendent's. (*e*) Money illegally collected and refunded. (*f*) The city treasurer reports that he received $151 more of Chickasaw Fund than county treasurer reports he paid. As city treasurer seemed not to know anything about it, I put it under head of estrays.

FINANCIAL REPORT.—CONTINUED.

RECEIPTS.

	Newton.	Noxubee.	Oktibbeha.	Panola.	Pearl River	Perry.	Pike.	Pontotoc	Prentiss.
Bal. bro'ght forw'd last year	$ 4524 75	$ 159 15	$ 29 04	$ 8238 27	$ 1295 05	$ 1577 15	$ 5802 51	$ 2677 07	$ 843 30
State Distribution.........	2545 20	4144 30	3420 85	3981 90	544 05	1053 30	3020 00	2275 25	1834 30
Polls.....................	4149 22	4611 00	3600 64	6464 02	917 70	1964 65	4943 36	4179 45	3705 05
County Levy.............	4230 54	8308 95	3003 38	11,934 18	2568 63	3723 00	7037 51	3165 56	1906 38
City Levy................	....	3320 58	1334 44	....	....	2134 42	1278 13	....	....
Chickasaw Fund..........	....	....	....	3802 89	....	....	....	2881 91	2371 75
Sixteenth Section Fund....	195 40	....	590 30	....	....	....	....	470 75	390 97
Institute Fund............	25 00	168 20	50 50	....	....	11 00	81 60	....	....
Two and Three per c. Fund	....	266 70	....	....	....	....	....	60 50	....
Spec'l levy for old Warrants	2536 32	....	....	....	....	....	....	3348 85	....
Spec'l levy for bld'g, (city)	....	....	....	....	....	....	1010 26	47 14	....
F'm Co. for Co. pupils (city)	....	359 25	477 10	722 00	....	....	545 22	....	....
From pupils (tuition fees in city)	....	16 00	....	105 00	....	....	216 51	....	....
Railroad Tax............	....	....	....	....	....	547 50	2496 00	....	....
Land Redemptions........	....	4 94	....	....	....	....	177 71	....	....
Estrays..................	....	34 35	13 50	....	....	....	17 71	2 57	....
Fines and Forfeitures, ...	804 73	812 50	371 70	552 55	470 00	143 50	1407 62	151 25	1100 50
Other Sources...........	....	*d* 734 90	....	65 94	....	61 75	1406 80	....	....
Total Receipts	$19,011 16	$22 940 83	$12,891 45	$37,605 88	$ 5795 43	$11,216 27	$29 440 94	$19,260 30	$12,151 76

FINANCIAL REPORT.—CONTINUED.

DISBURSEMENTS.

Salary County Superinten't	$ 400 00	$ 795 92	$ 643 03	$ 800 00	$ 258 83	$ 303 25	$ 525 30	$ 480 00	$ 385 00
Sal. City Supt. (Principal)	....	1000 00	....	....	....	525 00	2423 00	....	....
Teachers' Salaries	13,459 84	19,980 15	12,093 67	27,186 40	5088 50	7467 16	18,990 15	12,475 82	11,075 69
Treasurer's Commissions	356 62	189 90	279 49	447 39	112 51	245 57	600 79	328 17	282 74
Fuel and Janitor	....	....	....	99 00	....	18 00	526 77	....	....
Rent and Repairs	....	....	....	....	....	14 00	276 50	....	....
Paid Township Trustees	132 80	....	....	....	....	....	....	....	....
Interest on Bonds	....	....	....	....	....	....	....	....	....
Insurance	....	....	....	....	....	19 10	....	....	....
Paid Examiners	102 15	50 60	120 30	81 50	49 97	27 90	82 05	107 50	91 50
Paid Institute Conductors	....	80 00	....	....	....	40 00	81 60	77 00	....
Con'gent Institute Expenses	....	8 50	....	....	....	3 00	....	3 05	....
For Building	....	....	....	....	....	1433 28	887 37	47 54	....
Incidentals	17 20	3 17	111 08	425 35	....	1 62	111 65	259 70	34 61
Salary County School Board	45 00	3 00	30 00	33 00	6 00	36 00	33 00	15 00	45 00
On old Warrants	1978 76	....	319 45	200 00	....	....	90 15	4795 66	132 88
Assessor	....	....	....	435 62	....	53 86	....	114 00	104 34
Total Disbursements	$16,492 37	$22,111 24	$13,597 02	$29,708 26	$ 5515 81	$10,187 74	$24,628 33	$18,703 44	$12,151 76
Balance to carry forward	2518 27	829 59	....	(*a*) 7897 62	279 62	1028 53	(*b*) 4501 19	556 86	....
Deficit	....	....	705 57	....	....	....	....	....	....
Amount of unpaid warrants	(*c*) 93 70	446 91	759 84	....	3 00	....	643 65	770 00	(*c*) 26 56

(*a.*) This balance is $272 too small. The County Treasurer reported this amount as paid for county pupils to Sardis and the Sardis treasurer did not report it as received.

(*b*). This balance is shown by the Treasurer, and is $311.42 less than this report shows.

(*c.*) County Treasurer's report. (*d.*) Includes $563.30 Superintendent's salary paid out of General County Fund.

FINANCIAL REPORTS.—Continued.

RECEIPTS.

	Quitman.	Rankin.	Scott.	Sharkey.	Simpson.	Smith.	Sunflower.	Tallah'chie	Tate.
Bal. brought for'd last year	$ 83 75	$ 213 42	$ 378 01	(a) 3301 52	....	(a) 1136 41	$ 3582 08	$ 1164 42	$ 1807 36
State Distribution	352 40	2835 19	2226 00	303 18	1285 79	1538 40	1187 65	5092 37	2396 90
Polls	564 30	5007 22	2903 96	1818 84	2824 49	2595 40	2250 12	3396 00	5152 09
County levy..............	1725 94	4957 87	3399 94	4299 78	1263 85	3561 98	2694 56	5503 42	7231 96
City levy.......	....	786 37	....	....	....	....	....	....	3577 65
Chickasaw Fund..........	489 60	....	....	....	....	....	....	9 42	2384 05
Sixteenth Section Fund...	....	392 51	190 60	1243 88	146 71	203 70	1438 16	357 79	....
Institute Fund...........	....	....	58 50	....	....	40 50	....	37 50	14 00
Two and Three Pr. Ct. F'd	....	....	549 07	646 98	....	....	....	....	899 32
Spec'l levy for Old War'nts	....	....	....	....	1263 85	444 53	....	....	....
Spec'l levy for b'ild'g (city)	....	....	....	....	....	....	....	....	....
F'm Co. for Co. pupils (city)	....	226 00	....	....	....	....	....	....	362 40
From pupils (tuition fees in city)...............	....	....	....	....	....	....	....	....	....
Railroad Tax..............	....	2489 33	1016 04	....	....	....	....	620 00	1195 00
Land Redemptions.......	15 00	....	19 96	....	....	26 00	....	112 57	....
Estrays	210 00	11 80	....	....	....	....	19 38	....	....
Fines and Forfeitures.....	....	447 25	207 20	3996 08	....	103 20	832 32	834 90	551 80
Other Sources...........	....	....	39 88	250 00	....	....	....	....	....
Total Receipts	$ 3440 99	$ 17,366 96	$ 10,479 16	$ 15,860 26	$ 6784 69	$ 8650 12	$ 12,004 18	$ 17,128 39	$ 25,414 00

FINANCIAL REPORTS.—CONTINUED.

DISBURSEMENTS.

Salary of County Sup't....	$ 199 80	$ 480 00	$ 379 16	$ 600 00	$ 240 00	$ 247 67	$ 380 63	$ 420 00	$ 697 10
Sal. City Sup't or Principal.	....	....	....	....	....	....	....	....	956 15
Teachers' Salaries.........	2655 00	15,651 67	8766 34	9219 00	4951 74	7443 56	8492 71	10,639 75	20,194 15
Treasurer's Commissions...	78 37	407 17	237 22	266 43	165 89	182 80	205 32	399 09	468 08
Fuel and Janitor..........	....	....	....	....	....	....	....	....	57 28
Rent and Repairs.........	....	7 89	....	....	....	....	....	....	257 50
Paid Township Trustees...	....	227 74	....	547 79	65 91	122 55	687 86	1299 90	....
Interest on Bonds..........	....	....	....	....	....	....	....	....	....
Insurance................	....	....	....	....	....	....	....	....	....
Paid Examiners..........	....	109 90	89 75	24 00	15 00	17 85	....	66 75	54 90
Paid Institute Conductors.	....	....	58 50	....	....	21 00	....	50 00	54 00
Cont'g Institute Expenses.	....	....	....	....	....	....	....	5 00	....
For Building..............	186 51	....	....	336 25	....	....	....	....	....
Incidentals................	24 29	....	45 05	9 21	16 97	....	33 93	21 00	75 33
Salary of Co. School Board	....	45 00	45 00	15 00	45 00	45 00	12 00	39 00	30 00
On Old Warrants.........	256 05	40 00	149 78	....	1223 38	387 54	66 62	2664 42	....
Assessor.................	....	....	....	....	....	....	44 83	....	....
Total Disbursements....	$ 3400 02	$ 16,969 46	$ 9894 80	$ 11,017 68	$ 6703 89	$ 8568 97	$ 9923 90	$ 15,604 91	$ 22,844 49
Balance to carry forward...	40 97	397 50	584 36	4842 58	(b) 80 80	(b) 81 15	(c) 2080 28	1523 48	2569 51
Am't of Unpaid Warrants..	....	....	122 30	....	1576 80	83 51	45 40	....	....

(a) County Treasurer's report
(b) Belongs to Township Fund.
(c) Includes $700.03 Township Fund,

FINANCIAL REPORT—Continued.

RECEIPTS.

	Tippah.	Tishomingo.	Tunica.	Union.	Warren.	Washington.	Wayne.	Webster.	Wilkinson.
Bal. brought for'd last year	....	$ 2 90	$ 948 94	$ 1134 42	$ 3377 22	$ 8795 36	$1126 65	$(e)1392 63	26 99
State Distribution.........	1739 20	1086 23	768 10	1632 50	6077 60	5163 80	1014 60	2419 60	2855 20
Polls....................	2998 20	2293 30	2537 45	4370 78	4852 95	(d)3542 76	2372 25	3333 60	4304 91
County Levy............	2938 84	1155 87	648 57	....	5494 68	....	3057 72	2848 01	6577 30
City Levy.............	....	779 46	....	....	18,294 59	2762 83	....	....	....
Chickasaw Fund.........	2654 81	2551 81	2849 41	2379 53	....	....	....	399 68	....
Sixteenth Section Fund...	208 00	....	....	358 12	704 81	2213 00	303 20	98 30	....
Institute Fund...........	92 50	25 00	10 00	....	63 00	....	58 50	176 00	80 00
Two and Three Pr. Ct. F'd	....	323 74	....	....	....	....	28 00	54 71	....
Spec'l levy for old warrants	718 09	1086 23	....	4139 02	....	....	....	4271 97	....
Special levy for bld'g (city)	....	....	....	....	....	....	....	....	....
County for Co. pupils (city)	....	174 60	....	....	206 06	506 00	....	....	....
From pupils (tuition fees in city)..............	....	....	....	....	....	....	....	....	....
Railroad Tax............	1240 00	546 66	....	1000 00	....	....	....	....	....
Land Redemptions.......	3 03	....	....	....	....	....	....	....	....
Estrays..................	3 40	....	....	85	4 00	2 65	....	20 70	4 00
Fines and Forfeitures.....	470 75	319 38	955 05	901 50	2600 00	3129 57	1414 06	191 60	1022 35
Other Sources...........	....	46 35	....	....	....	4160 05	25 00	....	....
Total Receipts.	$13,066 82	$10,391 52	$ 8717 52	$15,916 72	$41,674 91	$30,276 02	$ 9399 98	$15,206 80	$14,870 70

FINANCIAL REPORTS—CONTINUED.

DISBURSEMENTS.

Salary of Co. Super'tendent	$ 450 00	$ 273 73	$ 300 00	$ 442 25	$ 844 56	$ 800 00	$ 395 00	$ 300 00	$ 675 00
Sal'y City Supt. (or prin'pal)	....	....	....	....	1500 00	1800 00	....	....	....
Teachers' Salaries	8359 10	7852 64	5951 50	10,545 35	24,190 05	22,987 70	7077 00	8773 05	13,044 47
Treasurer's Commission	326 67	266 59	162 60	325 69	196 06	212 75	200 14	340 53	363 97
Fuel and Janitor	....	....	....	....	1439 10	397 25	....	....	....
Rent and Repairs	....	50 00	302 03	....	210 00	527 60	75 00	8 95	....
Paid Township Trustees	....	....	....	....	272 50	939 24	74 08	....	....
Interest on Bonds	....	....	....	....	....	....	....	....	....
Insurance	....	....	....	....	337 50	....	....	....	....
Paid Examiners	43 00	25 40	36 00	57 30	28 30	221 70	53 75	79 50	30 70
Paid Institute Conductors	....	25 00	10 00	....	7 50	....	45 00	40 00	80 00
Contingent Institute Ex	....	....	....	....	2 50	....	6 50	....	....
For Building	....	....	....	....	....	1130 65	20 00	....	....
Incidentals	64 40	7 55	....	67 70	139 82	77 80	95 45	148 39	54 04
Salary of Co. School Board	45 00	45 00	54 00	37 50	18 00	....	45 00	45 00	9 00
On old Warrants	2917 58	1237 61	....	4168 09	....	....	....	4934 66	....
Assessor	101 10	....	....	....	....	....	77 60	....	....
Total Disbursements	$ 12,306 85	$ 9783 52	$ 6816 13	$ 15,643 88	$ 29,188 89	$ 29,094 69	$ 8164 52	$ 14,670 08	$ 14,257 18
Balance to carry forward	(a) 759 97	608 01	1901 39	272 84	12,486 02	1181 33	(c) 1235 46	536 72	613 52
Amount of unpaid warrants	4394 24	4675 84	....	2795 26	198 60	....	....	3728 11	....

(a) This balance includes $92.50 Institute fund not reported in Treasurer's balance.
(c) Included in this balance $989.84 due by Ex-Treasurer Bunch.
(e) County Treasurer's report.
(d) This is $506 less than the total polls.

FINANCIAL REPORT.—CONTINUED.

RECEIPTS.

	Winston.	Yalobusha.	Yazoo.
Balance brought forward last year	....	$ 916 80	$ 3588 00
State Distribution	$ 1703 40	1926 45	3842 56
Polls	3236 49	4118 58	6427 18
County Levy	2458 12	3155 00	10,155 89
City Levy	....	5569 31	5631 90
Chickasaw Fund	....	1452 34	....
Sixteenth Section Fund	....	....	1691 00
Institute Fund	30 00	....	100 00
Two and Three Per Cent. Fund	....	....	....
Special Levy for Old Warrants	2066 95	6389 96	....
Special Levy for Building (in city)	....	514 12	....
From County for County Pupils (city)	....	630 00	366 65
From Pupils (tuition fees in city)	....	....	4 50
Railroad Tax	....	1066 72	1802 73
Land Redemptions	81 89	....	....
Estrays	....	4 10	....
Fines and Forfeitures	1044 00	1512 05	1639 84
Other Sources	....	227 24	3580 97
Total Receipts	$ 10,620 85	$ 27,482 67	$ 38,831 22

FINANCIAL REPORT.—CONTINUED.

DISBURSEMENTS.

Salary of County Superintendent	$ 275 00	$ 364 75	$ 733 34
Salary of City Superintendent (or Principal)		1890 00	1105 00
Teacher's Salaries	6971 71	16,795 64	28,016 70
Treasurer's Commissions	264 76	304 17	732 40
Fuel and Janitor		496 11	615 25
Rent and Repairs		367 10	3726 40
Paid Township Trustees			1653 20
Interest on bonds		507 85	
Insurance		100 00	
Paid Examiners	49 50	34 80	126 15
Paid Institute Conductors	15 00		100 00
Contingent Institute Expenses			
For Building			
Incidentals	461 71	122 90	442 42
Salary of County School Board	30 00	15 00	27 00
On old Warrants	2015 28	6254 23	111 66
Assessor	98 76		292 78
Total Disbursements	$ 10,181 72	$ 27,252 55	$ 37,682 30
Balance to carry forward	439 13	230 12	(a) 1148 92
Amount of unpaid warrants		10,000 00	500 00
Amount of Building Bonds			8000 00

(*a.*) Includes $37.80 Township balance.

REPORTS OF COUNTY TREASURERS FOR 1891–'92.

RECEIPTS.

	Adams.	Alcorn.	Amite.	Attala.	Benton.	Bolivar.	Calhoun.	Carroll.	Chickasaw.
Balance	$ 7738 31	$ 1298 50	$ 2052 07	$ 1017 93	$ 994 09	$ 10,889 47	$ 182 43	$ 4134 39	....
State Distribution	5760 36	2443 20	2517 20	2976 00	1774 30	1462 20	1866 85	2213 80	3318 31
Polls	2268 00	2945 33	4902 00	5896 43	2470 00	2048 68	3436 32	5014 00	3927 65
County Levy	2624 85	2775 64	6526 40	5279 57	2174 33	2304 00	3423 27	6700 60	4476 27
Chickasaw Fund	....	2273.65	....	....	2302 95	....	2884 49	....	2866 72
Township Fund	....	....	....	280 00	....	168 31	....	....	....
Institute Fund	176 50	46 00	126 50	232 90	38 00	31 74	10 00	42 00	....
Spec'l Tax for old Warrants	....	....	3367 07	2700 57	842 15	....	8558 00	11,752 53	....
Two and Three Pr. Ct. F'nd	....	....	425 64	....	....	....	....	....	....
Railroad Tax	....	1143 33	....	....	899 90	....	....	....	435 33
Land Redemptions	....	1 78	....	....	....	....	1 26	107 50	38 52
Estrays	75 43	....	16 55	....	....	....	3 25	20 75	....
Fines and Forfeitures	2279 95	541 50	1740 47	1042 00	583.75	(*a*)	....	1139 20	740 19
Other Sources	....	....	....	....	....	....	....	600 60	964 89
County Prisoners	541 05	....	....	....	....	....	....	....	....
Total Receipts	$ 21,464 45	$ 13,468 63	$ 21,673 90	$ 19,425 40	$ 12,079 47	$ 15,770 48	$ 20 365 87	$ 31,725 37	$ 16,767 88

REPORTS COUNTY TREASURERS—CONTINUED.

DISBURSEMENTS.

Salary of County Sup't	$ 231 87	$ 500 00	$ 400 00	$ 513 60	$ 460 00	$ 599 94	$ 268 75	$ 400 00	$ 450 00
Salaries of Teachers	7137 65	8939 94	13,942 72	14,095 28	8056 97	14,729 74	10,618 62	12,586 03	7917 92
Treasurer's Commissions	385 47	269 99	355 05	407 52	276 18	37 64	505 08	550 40	419 19
Paid Township Trustees						100 00			
Rent & Rep's Sch'l Houses	599 05		61 50					160 12	
Paid to Examiners	144 70	66 50	46 20	57 25	43 50	15 90	70 30	134 00	55 20
Paid for Institutes	104 01	50 00	95 50	86 50				50 00	
Paid County School Board	36 00	42 00	24 00	45 00	45 00	15 00	45 00	42 00	
For Build'g School Houses								197 57	
Incidentals	17 50	15 00	104 07		6 75	109 35	11 28	24 15	31 07
Paid on old Warrants	15 00		6120 75	2571 00	3186 40		8527 48	16,137 15	6055 73
Separate School District	2798 31	826 05		647 68					728 82
Assessor		103 14					124 02		160 75
Total Disbursements	$ 11,469 86	$ 10,812 87	$ 21,149 79	$ 18,423 83	$ 12,074 80	$ 15,507 57	$ 20,170 43	$ 30,281 42	$ 15,818 68
Balance forward	9994 59	2655 76	524 11	1001 57	4 67	262 91	195 44	1343 95	(*b*) 949 20
Unpaid Warrants			150 00	312 62	581 35		10,899 86		5332 40

(*a*) Incidentals, estrays, fines and forfeitures not reported.

(*b*) See note at end of tables.

REPORTS COUNTY TREASURERS—CONTINUED.

RECEIPTS.

	Choctaw.	Claiborne.	Clarke.	Clay.	Coahoma.	Copiah.	Covington.	DeSoto.	Franklin.
Balance	$ 1143 87	$ 792 47	$ 424 54	$ 2125 31	$ 595 19	$ 1778 89	$ 3081 39	$ 138 01	$ 62 62
State Distribution	2193 90	2446 40	1817 95	2940 95	4542 90	4303 25	979 27	2790 80	1805 50
Polls	3173 04	4037 23	3813 45	2905 34		6450 18	2226 00	5367 48	2711 26
County Levy	1794 31	5129 56	4351 18	4462 48	(*a*)4866 39	7660 88	2005 15	7471 25	4346 16
Chickasaw Fund				2008 35				2766 75	
Township Fund		150 00					383 94		253 15
Institute Fund	34 00						267 98		
Special tax for old warrants	4848 85						44 00		
Two and Three Pr. Ct. F'd			886 25			449 70			
Railroad Tax						1544 08	22 53	1144 13	
Land Redemptions			26 02		31 03				
Estrays								37 30	2 00
Fines and Forfeitures	423 06	1557 20	582 00	1001 59	657 42	2674 13	1073 48	504 70	435 00
Other Sources			633 00						
Total Receipts	$13,611 03	$14,112 86	$ 12,534 39	$ 15,444 02	$10,692 93	$ 24,861 11	$ 9815 76	$ 20,220 82	$ 9615 69

REPORTS COUNTY TREASURERS—Continued.

DISBURSEMENTS.

Salary of Co. Superin'dcnt	$ 255 78	$ 542 26	$ 492 99	$ 363 15	$ 399 90	$ 600 00	$ 187 50	$ 500 00	$ 300 00
Salaries of Teachers	6561 80	12,127 04	9699 45	12,439 15	9259 97	18,004 52	6693 81	18,396 83	8797 18
Treasurer's Commission	300 35	338 66	281 16	332 95	257 83	495 82	164 90	357 59	238 53
Paid Township Trustees	......	......	......	......	......	......	335 35	......	......
Rent & Rep'r of Sc'l Hou's	......	......	289 00	33 02	618 70	......	22 53	......	......
Paid to Examiners	66 00	54 95	67 25	56 10	......	33 00	66 85	101 90	41 85
Paid for Institutes	50 00	5 00	......	......	......	......	......	......	......
Paid Co. School Board	54 00	39 00	30 00	18 00	......	15 00	45 00	30 00	15 00
For building school houses	......	......	......	......	......	323 00	......	......	......
Incidentals	......	40 90	32 43	26 01	8 90	58 91	35 29	439 72	164 56
Paid on old Warrants	5787 96	......	320 00	598 71	......	......	332 70	......	9 60
Separate School District	......	203 92	606 38	1435 78	148 38	1828 75	......	......	......
Assesser	......	156 62	118 14	......	......	......	......	......	......
Total Disbursements	$13,075 89	$13,508 35	$11,936 80	$15 342 47	$10,693 68	$21,359 00	$ 7883 93	$19,826 04	$ 9566 72
Balance forward	535 14	604 51	597 59	101 55	......	3502 11	1931 83	394 78	48 97
Unpaid warrants	116 50	......	......	109 58	......	......	26 16	40 00	......

(*a*) Includes polls.

REPORTS COUNTY TREASURERS—CONTINUED.

RECEIPTS.

	Greene.	Grenada.	Hancock.	Harrison.	Hinds	Holmes.	Issaquena.	Itawamba.	Jackson.
Balance	$ 53 56	$ 2337 06	$ 1257 37	$ 1206 66	(a)	$ 56	$ 921 43	$	$ 1676 39
State Distribution........	419 05	1389 10	963 85	1274 75	7427 20	3858 05	1382 34	2259 78	1516 00
Polls	934 80	2971 26	1584 60	1468 58	8214 80	6337 82	1696 80	3608 10	2599 20
County levy........	2193 48	3363 73	4036 07	4729 60	6203 37	11,661 30	4377 42	2275 13	3992 67
Chickasaw Fund........	....	....	....	....	....	....	....	3029 96	....
Township Fund........	....	305 00	52 13	847 74	1845 80	....	....	110 82	....
Institute Fund........	3 00	50 00	20 50	....	....	....	....	....	....
Two and Three Pr. Ct. F'd	15 00	....	....	....	....	53 62	....	....	....
Railroad Tax........	....	....	....	1193 55	844 62	2199 88	....	....	....
Land Redemptions........	....	....	....	3 64	851 67	....	....	86 22	....
Estrays........	....	....	....	....	137 10	....	....	....	....
Fines and Forfeitures........	324 40	2569 18	649 85	697 00	2774 61	883 95	1859 48	259 00	1987 00
Other Sources........	....	....	....	136 02	278 83	883 95	....	....	....
	....	....	....	(d) 459 05	....	....	....	....	....
Total Receipts........	$ 4142 29	$ 12,985 33	$ 8564 37	$ 12,016 59	$ 26,732 20	$ 25,879 13	$ 10,237 47	$ 11,629 01	$ 11,771 26

REPORTS COUNTY TREASURERS—CONTINUED.

DISBURSEMENTS.

Sal. County Superintendent	$ 150 00	$ 400 00	$ 250 00	$ 717 66	....	$ 762 50	$ 450 00	$ 358 62	$ 506 64
Salaries of Teachers........	3415 14	9858 53	6376 00	8749 37	19,896 76	20,284 11	6978 70	10,694 02	8655 15
Treasurer's Commissions...	97 60	246 06	180 86	295 52	....	394 24	296 57	300 25	253 32
Paid Township Trustees....	....	100 00	....	738 87	160 00	....	....	....	....
Paid to Examiners.......	21 50	14 40	32 90	37 80	134 80	139 80	....	34 20	45 00
Paid for Institutes........	....	30 00	....	....	....	....	....	....	....
Paid County School Board.	27 00	18 00	30 00	30 00	39 00	45 00	....	45 00	33 00
Incidentals...............	3 00	7 30	30 98	19 63	....	205 86	....	29 00	23 17
Paid on old warrants......	7 00	....	62 80	(*c*) 548 65	2378 04	....	....	....	....
Separate School District....	....	450 88	....	879 09	1994 33	2528 20	....	....	....
Assessor	31 66	....	69 22	....	....	....	....	102 00	....
Total Disbursements.....	$ 3752 90	$ 11,125 17	$ 8289 17	$ 12,016 59	$ 24,422 93	$ 25,299 71	$ 7725 27	$ 11,563 25	$ 9516 28
Balance forward....... ..	389 39	1860 16	275 20	....	2289 27	579 42	2512 20	65 76	2254 98

(*a*) This report does not include township funds in the totals.

(*c*) This report is unreliable as to several items.

(*d*) Reported as "old balances," etc.

REPORTS COUNTY TREASURERS—Continued.

RECEIPTS.

	Jasper.	Jefferson.	Jones.	Kemper.	Lafayette.	Laude'dale	Lawrence.	Leake.	Lee.
Balance	$ 2527 78	$ 1536 06	$ 905 88	....	$ 14 09	$ 1954 11	$ 3 97	$ 1383 09	$ 1034 61
State Distribution	2224 20	2623 90	1297 55	2850 10	3917 90	6104 27	1483 20	2310 75	2965 20
Polls	3870 30	4700 70	2306 90	4719 82	5174 86	1533 16	3378 84	3849 49	4743 96
County Levy	3459 65	7866 75	2835 67	3426 77	7528 38	9799 45	2328 30	5749 23	(*b*) 6623 80
Chickasaw Fund	....	....	....	....	3597 29	....	....	....	2570 32
Township Fund	....	991 34	....	110 75	....	....	90 57	160 50	....
Institute Fund	....	....	39 00	....	....	74 00	43 25	97 10	16 00
Special tax for old warrants	....	....	....	1000 00	4583 14	....	....	106 13	....
Two and Three pr. c. Fund	....	789 66	....	....	....	398 17	....	....	....
Railroad Tax	428 65	....	716 65	776 70	....	....	....	....	1557 55
Land Redemptions	35 22	....	....	27 82	....	....	....	61 24	20 75
Estrays	....	....	....	....	....	....	19 83	20	....
Fines and Forfeitures	347 00	1129 30	461 01	548 05	2231 25	2602 07	204 55	75 00	865 96
Other Sources	....	....	....	....	....	7069 70	....	....	45 62
Total Receipts	$12,892 77	$19,637 71	$ 8562 76	$13,460 01	$27,046 91	$29,534 93	$ 7552 33	$13,792 73	$20,443 77

REPORTS COUNTY TREASURERS—CONTINUED.

DISBURSEMENTS.

Salary County Superinten't	$ 339 64	$ 612 50	$ 371 37	$ 355 55	$ 538 47	$ 750 00	$ 351 45	$ 350 00	$ 675 15
Salaries of Teachers	11,439 81	14,764 32	7147 75	11,663 88	18,597 01	19,946 59	6368 40	10,526 98	13,724 20
Treasurer's Commission	259 09	321 14	191 39	284 43	289 24	367 84	184 86	310 29	420 07
Paid Township Trustees	....	479 25	....	....	....	....	....	....	....
Rent & Rep. School Houses	....	180 00	....	....	....	....	....	....	....
Paid to Examiners	64 10	73 10	30 20	97 15	153 50	193 20	50 50	142 60	41 00
Paid for Institutes	....	....	38 03	....	21 00	45 00	35 00	70 78	....
Paid County School Board	30 00	21 00	36 00	54 00	159 18	86 50	30 00	45 00	45 00
For Building Sch'l Houses	181 47	....	....	....	45 00	....	....	....	....
Incidentals	20 00	51 44	11 75	5 00	356 09	....	8 79	44 51	351 89
Paid on old Warrants	38 00	....	78 45	1000 00	4560 29	4461 87	522 10	1906 00	....
Separate School District	....	....	....	....	1091 79	2702 28	....	....	2352 94
Assessor	....	....	72 16	....	....	....	....	....	....
Total Disbursements	$ 12,372 11	$ 16,502 75	$ 7977 10	$ 13,460 01	$ 25,811 57	$ 28,598 28	$ 7551 30	$ 13,396 16	$ 17,610 25
Balance forward	(*a*) 520 66	3134 96	585 66	....	1235 34	936 65	1 03	396 57	2833 52
Unpaid Warrants	182 34	....	48 07	....	....	....	378 75	....	....

(*a*.) Includes $493.83 Building Fund.

(*b*.) Includes $1243.60 collected for Tupelo.

REPORTS COUNTY TREASURERS—CONTINUED.

RECEIPTS.

	Leflore.	Lincoln.	Lowndes.	Madison.	Marion.	Marshall.	Monroe.	Montg'm'y	Neshoba.
Balance	(a) 7249 68	$ 28 71	$ 380 75	$ 2909 36	$ 133 81	$ 2985 77	$ 3071 04	129 00	....
State Distribution	358 78	2582 40	5174 40	3572 00	1589 70	1141 19	4116 00	1802 40	....
Polls	897 70	4156 06	3350 39	5378 78	2748 10	5644 90	5367 60	3377 68	....
County Levy	2010 68	7505 24	6372 52	8724 44	3720 15	6820 07	1167 54	3504 74	....
Chickasaw Fund	....	....	....	....	....	3967 56	2202 38	....	....
Township Fund	733 10	127 33	....	1508 93	2397 37	....	....	15 00	....
Institute Fund	....	....	136 50	....	36 00	269 95	34 00	106 28	....
Spec'l Tax for old Warrants	....	....	....	....	124 85	1886 61	....	....	....
Two & Three Pr. Ct. Fund	....	....	....	....	....	....	....	....	....
Railroad Tax	1344 00	....	1415 00	1067 00	....	3753 46	4972 12	685 50	....
Land Redemptions	....	....	....	....	....	111 80	....	....	....
Estrays	....	13 58	....	....	11 75	....	....	6 50	....
Fines and Forfeitures	656 85	529 70	132 60	....	786 50	2547 83	1114 40	686 50	....
Other Sources	487 84	(c) 247 00	....	190 00	....	2977 11	916 90	(c) 364 61	....
Total Receipts	$13,738 63	$15,190 02	$16,962 16	$23,872 61	$11,548 23	$32,106 25	$22,961 88	$10,678 21	....

REPORTS COUNTY TREASURERS—CONTINUED.

DISBURSEMENTS.

Salary of County Sup't....	$ 274 36	$ 295 00	$ 343 25	$ 922 10	$ 339 70	$ 779 80	$ 774 90	$ 337 50	....
Salaries of Teachers.......	7992 80	9958 99	13,195 25	18,002 87	7728 21	18,465 06	18,708 50	9369 00	....
Treasurer's Commissions..	272 45	378 93	392 42	471 65	250 20	391 32	320 60	265 00	....
Paid Township Trustees...	383 00	....	....	938 97	1057 03	....	....	....	....
Rent & Rep's Sch'ol Hous's	....	....	124 45	....	....	....	238 50	....	....
Paid to Examiners........	37 20	49 30	105 15	....	82 00	124 10	59 10	33 70	....
Paid for Institutes	....	....	96 18	20 00	....	102 70	57 00	70 00	....
Paid Co. School Board....	21 00	45 00	15 00	15 00	45 00	....	45 00	36 00	....
Incidentals	(*b*) 4723 57	3.70	563 37	57 30	11 44	62 49	282 08	....	....
Paid on Old Warrants.....	....	3841 45	....	....	78 85	1869 90	87 28	197 50	....
Separate School District...	....	617 65	2080 42	1116 10	....	646 90	1177 77	283 70	....
Assessor..................	....	....	....	....	....	....	246 16	....	....
Total Disbursements....	$13,704 38	$15.190 02	$16,915 49	$21,543 99	$ 9592 43	$22,442 27	$21,996 89	$10,592 40	....
Balance forward..........	34 25	....	46 67	2328 62	1955 80	(*f*) 9663 98	964 99	(*e*) 85 81	....
Unpaid Warrants.........	40 00	....	....	....	....	....	....	....	....

(*a*) This balance was turned over to Treasurer by ex-Treasurer Avon. (*b*) Includes $2203,07 judgment in favor of Sixteenth Section, T. 19, R. 1, and $2152.35 fines and forfeitures transferred to general county fund. (*c*) Fines and forfeitures returned by State Auditor. (*e*) This report was rendered November 9th, 1893, after having been returned several times for correction. The county auditor certified to it on November 9th, 1893 (*f*) Includes balance of institute and deficit fund.

REPORTS COUNTY TREASURERS—CONTINUED.

RECEIPTS.

	Newton.	Noxubee.	Oktibbeha.	Panola.	Pearl River	Perry.	Pike.	Pontotoc.	Prentiss.
Balance	$ 4524 75	$ 159 15	....	$ 6726 23	$ 1295 05	$ 1550 89	$ 3020 01	$ 2677 07	$ 843 30
State Distribution........	2545 20	4144 30	3420 85	3981 90	544 05	1503 30	3020 00	2275 25	1834 30
Polls......................	4149 22	4259 00	3303 04	6464 02	917 70	1544 65	4943 36	4179 45	3705 05
County Levy...............	4230 54	8668 19	3480 48	12,656 18	2566 83	3722 99	7037 51	3165 56	1906 38
Chickasaw Fund.........	....	....	....	3802 89	....	....	....	2881 91	2371 35
Township Fund..........	195 40	....	590 30	....	....	....	....	470 75	390 97
Institute Fund...........	25 00	168 20	50 50	....	....	11 00	81 60	60 50	....
Special tax for old War'nts	2536 32	....	....	....	....	....	....	3348 85	....
Two and three per ct. F'nd	....	266 70	....	....	....	....	....	47 14	....
Railroad Tax.............	....	....	....	....	....	547 50	2496 00	....	....
Land Redemptions......	....	4 94	....	20 29	....	....	177 71	....	....
Estrays....................	....	34 35	13 50	....	....	....	17 71	2 57	....
Fines and Forfeitures.....	804 73	800 00	371 70	552 55	470 00	143 50	1205 40	151 25	1100 50
Other Sources............	....	12 50	....	45 65	....	....	202 22	....	....
Total Receipts.......	$ 19,011 16	$ 18,517 33	$ 11,230 37	$ 34 249 69	$ 5795 43	$ 8573 84	$ 22,201 52	$ 19,260 30	$ 12,151 76

REPORTS COUNTY TREASURERS—CONTINUED.

DISBURSEMENTS.

Salary of County Sup't....	$ 400 00	$ 187 74	$ 607 08	$ 800 00	$ 258 83	$ 278 25	$ 388 10	$ 480 00	$ 385 00
Salaries of Teachers	13,459 84	16,570 31	9824 37	23,306 40	5088 50	6777 16	12,727 27	12,475 82	11,075 69
Treasurer's Commissions...	356 62	189 90	279 49	447 39	112 51	175 57	403 62	....	282 74
Paid Township Trustees...	132 80	....	....	....	....	....	....	....	....
Rent and repairs sch'l house	....	....	....	....	....	....	....	47 54	....
Paid to Examiners........	102 15	50 60	120 30	81 50	49 97	27 90	82 05	107 50	91 50
Paid for Institutes.	....	88 50	....	....	....	43 00	81 60	80 05	....
Paid County Sch'l Board..	45 00	3 00	30 00	33 00	6 00	36 00	33 00	15 00	45 00
For Build'g School Houses.	....	....	....	....	....	....	....	....	....
Incidentals	17 20	1 00	5 40	39 95	....	1 62	35 79	259 70	34 61
Paid on old Warrants.....	1978 76	677 93	161 72	200 00	....	....	90 15	4795 66	132 88
Separate School District...	....	....	961 85	2856 50	....	157 22	5993 89	....	....
Assessor	....	....	....	435 62	....	53 86	....	114 00	104 34
Total Disbursements....	$16,492 37	$17,768 98	$11,990 21	$28,200 36	$ 5515 81	$ 7550 08	$19,830 47	$18,703 44	$12,151 76
Balance forward..........	2518 27	748 35	....	6049 33	279 62	1023 26	2371 05	556 86	....
Deficit	....	....	759 84	....	....	....	....	....	....
Unpaid Warrants.........	....	283 75	....	....	3 00	....	441 25	770 00	26 56

REPORTS COUNTY TREASURERS—Continued.

RECEIPTS.

	Quitman.	Rankin.	Scott.	Sharkey.	Simpson.	Smith.	Sunflower.	Tal'hatchie	Tate.
Balance	$ 83 75	$ 172 90	$ 378 01	$ 3301 52	$	$ 1136 41	$ 3582 08	$ 1164 42	$ 1778 38
State Distribution	352 40	2835 19	2226 00	303 18	1285 79	1538 40	1187 65	5092 37	2396 90
Polls	564 30	5007 22	2393 96	1818 84	2824 49	2595 40	2250 12	3396 00	4993 56
County Levy	1725 94	5183 87	3399 94	4299 78	1263 85	2561 98	2694 56	5503 42	7594 36
Chickasaw Fund	489 60	....	....	....	....	....	....	9 42	2384 05
Township Fund	....	392 51	190 60	....	....	203 70	1438 16	357 79	....
Institute Fund	....	....	....	....	....	40 50	....	37 50	14 00
Special tax for old warrants	....	....	....	....	1263 85	444 53	....	....	....
Two and Three Pr. Ct. F'd	....	....	549 07	646 98	....	....	....	....	899 32
Railroad Tax	....	2489 33	1016 04	....	....	....	....	620 00	1195 00
Land Redemption	....	....	19 96	....	....	26 00	....	112 57	....
Estrays	15 00	11 80	....	....	....	....	19 29	....	....
Fines and Forfeitures	210 00	447 25	207 20	3996 08	....	103 00	832 32	834 90	551 80
Other Sources	....	....	39 80	250 00	....	....	....	....	....
Total Receipts	$ 3440 99	$ 16,540 07	$ 10,420 66	$ 14,616 38	$ 6637 98	$ 8650 12	$ 12,004 18	$ 17,128 59	$ 21,807 37

REPORTS COUNTY TREASURERS—Continued.

DISBURSEMENTS.

Salary County Superinten't	$ 199 80	$ 480 00	$ 379 16	$ 600 00	$ 240 00	$ 247 67	$ 380 63	$ 420 00	$ 697 10
Salaries of Teachers	2655 00	13 871 32	8766 34	9219 00	4951 74	7443 56	8492 71	10,639 75	16,988 00
Treasurer's Commissions	78 37	407 17	237 22	266 43	165 89	182 80	175 05	399 09	382 81
Paid Township Trustees	....	227 74	87 75	....	....	121 85	687 86	1299 90	....
Rent and Repairs	....	....	....	....	....	....	....	....	257 50
Paid Examiners	....	109 90	....	24 00	15 00	17 85	....	66 75	54 90
Paid for Institutes	....	....	....	....	....	21 00	....	55 00	54 00
Paid County School Board	....	45 00	45 00	15 00	45 00	45 00	12 00	39 00	30 00
For Building School Houses	186 51	....	126 00	336 25	....	....	....	....	....
Incidentals	24 29	....	45 05	9 21	16 97	....	(*b*) 438 20	21 00	75 33
Paid on old Warrants	256 05	40 00	149 78	....	1223 38	387 54	66 62	2664 42	....
Separate School District	....	1019 47	....	....	....	....	....	....	714 42
Assessor	....	....	....	....	....	....	44 83	....	....
Total Disbursements	$ 3400 02	$ 16,161 00	$ 9836 30	$ 10,469 89	$ 6637 98	$ 8568 27	$ 12,297 90	$ 15,604 91	$ 19,254 06
Balance forward	40 97	379 07	584 36	4146 49	29	81 85	(*a*) 1706 28	1523 48	(*c*) 2553 32
Unpaid warrants	....	....	....	....	1576 80	....	....	....	....

(*a*) See note by Treasurer at end of statistics.
(*b*) Includes $424.27 township money reloaned and expense of abstracting titles.
(*c*) Includes $641.82 of Building Fund.

REPORTS COUNTY TREASURERS—Continued.

RECEIPTS.

	Tippah.	Tishom'go.	Tunica.	Union.	Warren.	W'shingt'n	Wayne.	Webster.	Wilkinson
Bal. bro'ght forw'd last year	....	....	$ 948 94	$ 1134 42	$ 2674 31	$ 7692 30	$ 1366 78	$ 1392 63	$ 26 99
State Distribution.........	1739 20	1086 23	768 10	1632 50	6077 60	5163 80	....	2419 60	2855 20
Polls..................	2938 84	2293 30	2537 45	4370 78	3396 95	4048 76	....	3333 60	4304 91
County Levy.............	....	(*c*) 2109 93	648 57	....	5700 74	....	....	2848 01	6577 30
Chickasaw Fund..........	2654 81	2551 81	2849 41	2379 53	....	....	....	399 68	....
Township Fund..........	208 00	....	....	358 12	....	....	303 20	98 30	....
Institute Fund............	92 50	....	....	....	....	....	58 50	176 00	80 00
Spec'l tax for old Warrants..	718 09	1086 23	....	4139 02	....	....	....	4271 97	....
Two and Three per c. Fund	....	323 74	....	....	....	....	28 00	54 71	....
Railroad Tax............	1240 00	546 66	....	1000 00	....	....	....	....	....
Land Redemptions.......	3 03	....	....	....	....	....	....	....	....
Estrays	3 40	....	....	85	4 00	2 65	....	20 70	4 00
Fines and Forfeitures....	470 75	319 38	955 05	901 50	2600 00	3129 57	....	191 60	1022 30
Other Sources...........	....	15 07	....	....	....	....	....	....	....
Total Receipts	$ 13,066 82	$ 10,332 35	$ 8,707 52	$ 15,916 72	$ 20,453 60	$ 20,037 08	$ 1,756 48	$ 15,206 80	$ 14,870 70

REPORTS COUNTY TREASURERS—CONTINUED.

DISBURSEMENTS.

Sal. County Superintendent	$ 450 00	$ 261 08	$ 300 00	$ 442 25	$ 561 80	$ 800 00	$ 73 63	$ 300 00	$ 675 00
Salaries of Teachers.......	8144 96	6627 57	5,951 50	10,545 35	14,034 90	16,037 70	1,053 10	8,773 05	13,044 47
Treasurer's Commissions...	326 67	266 59	175 02	325 69	160 59	185 25	....	340 53	363 97
Paid Township Trustees...	....	....	....	....	....	....	74 08	....	....
Rent and Repairs.........	....	50 00	....	....	....	....	75 00	8 95	....
Paid to Examiners	43 00	25 40	36 00	57 30	28 30	....	24 50	79 50	30 70
Paid for Institutes.........	....	....	....	....	....	....	51 50	40 00	134 04
Paid County School Board.	45 00	45 00	54 00	37 50	18 00	....	45 00	45 00	9 00
For Building Sch'l Houses.	....	....	325 00	....	....	....	20 00	....	....
Incidentals...............	64 40	7 55	322 26	67 70	139 82	....	16 45	148 39	....
Paid on Old Warrants.....	2,917 58	1,237 61	....	4,168 09	....	....	....	4,934 66	....
Separate School District...	....	1,205 14	....	....	5,196 86	506 00	....	....	....
Assessor..................	101 10	....	....	....	....	....	77 60	....	....
Total Disbursements....	$ 12,092 71	$ 9,725 94	$ 7,163 78	$ 15,643 88	$ 20,140 27	$ 17,528 95	$ 1,510 86	$ 14,670 08	$ 14,257 18
Balance to carry forward...	667 47	606 41	....	272 84	313 33	2508 13	(*b*) 245 62	454 44	613 52
Am't of unpaid warrants..	4394 24	4675 84	(*a*) 1543 74	2795 26	198 60	....	....	3728 11	....

(*a*) This report was compiled and sent in by W. G. Jaquess, Chancery Clerk, November 8, 1893.

(*b*) This report begins June 1st, 1892, after burning of court-house.

(*c*) Includes $779.46 collected in Iuka.

REPORTS COUNTY TREASURERS—CONTINUED.

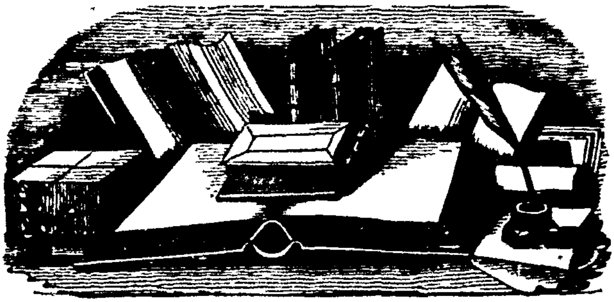
RECEIPTS.

	Winston.	Yalobusha.	Yazoo.
Balance	$ 1703 40	$ 669 33	$ 1484 77
State Distribution	3236 49	1926 45	3842 56
Polls	2458 12	3276 58	5788 00
County Levy	....	3785 00	10,522 54
Chickasaw Fund	....	1452 34	....
Township Fund	....	....	....
Institute Fund	30 00	....	100 00
Special Tax for Old Warrants	2066 95	6389 96	....
Two and Three Per Cent. Fund	....	....	....
Railroad Tax	....	1067 72	1802 73
Land Redemptions	81 89	....	....
Estrays	....	4 10	....
Fines and Forfeitures	1044 00	1184 70	1639 84
Other Sources	....	....	1504 47
Total Receipts	$ 10 620 85	$ 19 756 23	$ 26 684 91

REPORTS COUNTY TREASURERS—CONTINUED.

DISBURSEMENTS.

Salary of County Superintendent	$ 275 00	$ 364 75	$ 733 34
Salary of Teachers	6971 71	11,204 64	23,226 70
Treasurer's Commissions	264 76	304 17	582 91
Paid Township Trustees	....	....	....
Rent and Repairs of School Houses	....	....	....
Paid Examiners	49 50	34 80	126 15
Paid for Institutes	15 00	....	100 00
Paid County School Board	30 00	15 00	27 00
For Building School Houses	....	....	....
Incidentals	461 60	27 90	67 10
Paid on old Warrants	2015 28	6328 23	111 66
Separate School District	....	1462 21	656 40
Assessor	98 76	....	292 78
Total Disbursements	$ 10,181 72	$ 19,741 70	$ 25,924 04
Balance forward	439 13	14 53	760 87
Unpaid warrants	....	....	500 00



General Statistics,

1892-93.

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COUNTIES.	No. Educable Children by Teachers' Enumeration.							Total Both Races by Assessors' Enumeration (1892).
	White.			Colored.			Total both races.	
	M.	F.	Total.	M.	F.	Total.		
Adams	920	998	1918	2857	2974	5831	7749	9620
Alcorn	1759	1618	3377	636	669	1305	4682	5157
Amite	1595	1473	3068	2126	1985	4111	7179	6480
Attala	2490	2358	4848	2060	2122	4182	9030	9706
Benton	1076	1084	2160	870	931	1801	3961	4480
Bolivar	494	476	970	3077	3168	6245	7215	10,877
Calhoun	2305	2192	4497	729	730	1459	5956	6201
Carroll	1635	1577	3212	2041	2105	4146	7358	7982
Chickasaw	1677	1441	3118	1862	1852	3714	6832	7568
Choctaw	1425	1193	2618	601	706	1307	3925	4601
Claiborne	694	731	1425	2291	2253	4544	5969	7831
Clarke	1526	1348	2874	1452	1625	3077	5951	5905
Clay	865	809	1674	1995	2091	4086	5760	7668
Coahoma	343	354	697	2341	2240	4581	5278	7056
Copiah	3011	3034	6045	2230	2668	4898	10,943	11,784
Covington	1087	955	2042	634	579	1213	3255	3553
DeSoto	1212	1145	2357	2584	2624	5208	7565	8603
Franklin	1080	941	2021	844	866	1710	3731	4033
Greene	594	459	1053	156	157	313	1366	1582
Grenada	720	691	1411	1954	1967	3921	5332	5678
Hancock	637	559	1196	281	302	583	1779	3461
Harrison	1678	1665	3343	648	627	1275	4618	4933
Hinds	1996	1999	3995	5156	5301	10,457	14,452	17,327
Holmes	1342	1267	2609	4590	3967	8557	11,166	12,036
Issaquena	80	82	162	1728	1523	3251	3413	4003
Itawamba	2343	2217	4560	214	237	451	5011	5044
Jackson	1228	1195	2423	628	585	1213	3636	4530
Jasper	1326	1288	2614	1136	1234	2370	4984	6085
Jefferson	889	786	1675	2478	2517	4995	6670	7249
Jones	1765	1577	3342	245	303	548	3890	3608
Kemper	1377	1404	2781	1471	1721	3192	5973	7864
Lafayette	2659	2563	5222	2148	2046	4194	9416	7959
Lauderdale	2810	2676	5486	2599	2674	5273	10,759	12,039
Lawrence	1318	1209	2527	1431	1379	2810	5337	5314
Leake	1833	1717	3550	1086	1083	2169	5719	5923
Lee	2034	1949	3983	1293	1262	2555	6538	8171
Leflore	368	351	719	2338	2318	4656	5375	5925

TABLE I—CONTINUED.

COUNTIES.	Number of Children by Teachers' Enumeration.							Total Both Races by Assessor's Enumeration (1892).
	White.			Colored.			Total Both Races.	
	M.	F.	Total.	M.	F.	Total.		
Lincoln	2260	1761	4021	1308	1332	2640	6661	7014
Lowndes	1073	1083	2156	3084	3228	6312	8468	11,409
Madison	1167	1128	2295	4310	4155	8465	10,760	10,229
Marion	1314	1257	2571	556	544	1100	3671	4110
Marshall	1708	1667	3375	2617	2593	5210	8585	10,924
Monroe	1954	1917	3871	2729	2791	5520	9391	12,308
Montgomery	1390	1447	2837	1266	1461	2727	5564	4812
Neshoba	1334	1342	2676	140	113	253	2929	4301
Newton	1918	1714	3632	993	963	1956	5588	6392
Noxubee	843	879	1722	3795	3831	7626	9348	11,200
Oktibbeha	996	895	1891	1424	1736	3160	5051	7237
Panola	1785	1651	3436	3360	3137	6497	9933	10,718
Pearl River	577	570	1147	74	91	165	1312	1562
Perry	1024	962	1986	418	408	826	2812	2693
Pike	2084	1978	4062	2213	2273	4486	8548	8949
Pontotoc	2027	1967	3994	788	848	1636	5630	6237
Prentiss	2068	1904	3972	435	421	856	4828	5217
Quitman	92	82	174	413	312	725	899	1214
Rankin	1533	1341	2874	2040	1856	3896	6770	7441
Scott	1470	1368	2838	1121	977	2098	4936	5515
Sharkey	241	255	496	1403	1408	2811	3307	4095
Simpson	1379	1303	2682	740	776	1516	4198	4359
Smith	1845	1532	3377	251	228	479	3856	4526
Sunflower	615	574	1189	1201	1193	2394	3583	3707
Tallahatchie	1107	1002	2109	1578	1562	3140	5249	5748
Tate	1745	1584	3329	2093	2161	4254	7583	8211
Tippah	1858	1663	3521	427	466	893	4414	5055
Tishomingo	1460	1313	2773	172	159	331	3104	3472
Tunica	123	133	256	1173	1273	2446	2702	3939
Union	2147	1950	4097	629	818	1447	5544	6026
Warren	1373	1467	2840	4302	4246	8548	11,388	11.365
Washington	862	901	1763	5526	5663	11,189	12,952	15.532
Wayne	1288	1272	2560	798	854	1652	4212	3881
Webster	1604	1361	2965	675	647	1322	4287	4928
Wilkinson	684	615	1299	2633	2548	5181	6480	7969
Winston	1515	1463	2978	1114	1138	2252	5230	4938
Yalobusha	1590	1471	3061	1741	1675	3416	6477	6495
Yazoo	1557	1435	2992	4468	4522	8990	11,982	14,639

TABLE II.

COUNTIES.	No. Pupils Enrolled During Scholastic Year.							Average Daily Attendance for Year.						
	White.			Colored.			Total of Both Races.	Total of Both Races.	White.			Colored.		
	Male.	Fem.	Total.	Male.	Fem.	Total.			Male.	Fem.	Total.	Male.	Fem.	Total.
Adams	400	433	833	1871	1943	3814	4647	2750	247	279	526	1063	1161	2224
Alcorn	1347	1183	2530	498	579	1077	3607	1712	649	578	1227	210	275	485
Amite	1221	1117	2338	1397	1413	2810	5148	3176	778	755	1533	822	821	1643
Attala	1950	1752	3702	1513	1567	3080	6782	3793	1051	1056	2107	784	902	1686
Benton	842	816	1658	659	609	1268	2926	1585	510	455	965	320	300	620
Bolivar	342	339	681	2319	2359	4678	5359	2807	185	206	391	1177	1239	2416
Calhoun	1850	1727	3577	640	651	1291	4868	2620	984	935	1919	331	370	701
Carroll	1421	1222	2643	1600	1730	3330	5973	3269	648	794	1442	877	950	1827
Chickasaw	1371	1276	2647	1314	1436	2750	5397	3355	874	832	1706	776	873	1649
Choctaw	1299	1002	2301	551	544	1095	3396	2316	853	684	1537	373	406	779
Claiborne	522	600	1122	1717	1820	3537	4659	2062	307	320	627	672	763	1435
Clarke	1215	1074	2289	970	1188	2158	4447	2341	631	545	1176	527	638	1165
Clay	762	722	1484	1632	1728	3360	4844	3166	526	562	1088	1008	1070	2078
Coahoma	297	282	579	1777	1902	3679	4258	2335	158	162	320	938	1077	2015
Copiah	2301	1870	4171	1924	2117	4041	8212	5166	1486	1559	3045	955	1166	2121
Covington	849	845	1694	457	446	903	2597	1545	502	458	960	295	290	585
DeSoto	856	850	1706	1837	1838	3675	5381	2707	472	500	972	906	829	1735
Franklin	832	747	1579	590	649	1239	2818	1573	466	478	944	254	375	629
Greene	436	356	792	121	113	234	1026	612	260	203	463	77	72	149

Grenada	507	479	986	1311	1478	2789	3775	2064	282	303	585	682	797	1479
Hancock	454	399	853	134	157	291	1144	756	278	255	533	102	121	223
Harrison	831	820	1651	238	211	449	2100	1260	469	483	952	157	151	308
Hinds	1623	1632	3255	3533	3648	7181	10,436	6021	992	1106	2098	1834	2089	3923
Holmes	1089	1036	2125	3040	3054	6094	8219	4848	715	677	1392	1678	1778	3456
Issaquena	65	72	137	957	930	1887	2024	1393	45	49	94	665	634	1299
Itawamba	2197	2047	4244	197	217	414	4658	2987	1173	1487	2660	151	176	327
Jackson	752	738	1490	301	319	620	2110	1272	450	474	924	169	179	348
Jasper	1130	1025	2155	949	978	1927	4082	2611	717	705	1422	563	626	1189
Jefferson	517	416	933	1167	1251	2418	3351	2383	337	360	697	816	870	1686
Jones	1279	1090	2369	184	228	412	2781	1608	753	633	1386	105	117	222
Kemper	1161	1123	2284	1343	1407	2750	5034	3054	685	786	1471	724	859	1583
Lafayette	1748	1781	3529	1356	1327	2683	6212	4348	1174	1218	2392	976	980	1956
Lauderdale	1889	1954	3843	1429	1764	3193	7036	5346	1480	1451	2931	1029	1386	2415
Lawrence	1006	907	1913	641	691	1332	3245	1781	579	586	1165	289	327	616
Leake	1522	1407	2929	721	765	1486	4415	2480	820	846	1666	386	428	814
Lee	1674	1525	3199	1058	1021	2079	5278	2842	885	907	1792	512	538	1050
Leflore	259	257	516	1649	1670	3319	3835	2377	161	162	323	993	1061	2054
Lincoln	2215	1755	3970	990	1069	2059	6029	2949	962	835	1797	549	603	1152
Lowndes	851	837	1688	1965	2334	4299	5987	3367	531	580	1111	1008	1248	2256
Madison	838	809	1647	2617	2835	5452	7099	3645	524	551	1075	1148	1422	2570
Marion	1072	994	2066	409	416	825	2891	1681	644	632	1276	192	213	405
Marshall	1387	1224	2611	2080	2133	4213	6824	3264	736	709	1445	873	946	1819
Monroe	1635	1641	3276	2252	2375	4627	7903	4435	892	942	1834	1246	1355	2601
Montgomery	1164	1257	2421	927	1077	2004	4425	2586	665	690	1355	570	661	1231
Neshoba	1277	1225	2502	132	111	243	2745	1836	839	851	1690	75	71	146
Newton	1577	1357	2934	822	821	1643	4577	2732	928	819	1747	480	505	985

TABLE II—CONTINUED.

COUNTIES.	No. Pupils Enrolled During Scholastic Year.							No. Pupils in Average Attendance During Scholastic Year.						
	White.			Colored.			Total of Both Races.	Total of Both Races.	White.			Colored.		
	Male.	Fem.	Total.	Male.	Fem.	Total			Male.	Fem.	Total.	Male.	Fem.	Total.
Noxubee	589	653	1242	2461	2578	5039	6281	3768	362	427	789	1414	1565	2979
Oktibbeha	773	769	1542	1159	1236	2395	3937	2557	498	490	988	733	836	1569
Panola	1492	1347	2839	2538	2557	5095	7934	4022	744	740	1484	1255	1283	2538
Pearl River	362	364	726	53	59	112	838	549	233	235	468	34	47	81
Perry	792	723	1515	266	278	544	2059	1651	585	501	1086	284	281	565
Pike	1717	1617	3334	1513	1721	3234	6568	4022	956	1045	2001	915	1106	2021
Pontotoc	1750	1705	3455	602	718	1320	4775	2588	923	961	1884	330	374	704
Prentiss	1665	1394	3059	366	321	687	3746	1732	723	658	1381	179	172	351
Quitman	70	70	140	230	239	469	609	356	37	37	74	138	144	282
Rankin	1260	1154	2414	1486	1521	3007	5421	3245	752	735	1487	878	880	1758
Scott	1147	1113	2260	701	712	1413	3673	2257	713	702	1415	399	443	842
Sharkey	189	210	399	943	1135	2078	2477	1502	97	126	223	606	673	1279
Simpson	1016	992	2008	584	663	1247	3255	1933	621	653	1274	291	368	659
Smith	1345	1117	2462	210	175	385	2847	1733	740	720	1460	141	132	273
Sunflower	412	418	830	859	855	1714	2544	1384	227	274	501	436	447	883
Tallahatche	761	741	1502	1401	1249	2650	4152	2572	471	480	951	820	801	1621
Tate	1368	1293	2661	1563	1611	3174	5835	3039	711	796	1507	719	813	1532
Tippah	1597	1295	2892	334	376	710	3602	1783	701	703	1404	164	215	379
Tishomingo	1140	970	2110	155	128	283	2393	1352	646	562	1208	70	74	144

Tunica	94	99	193	849	946	1795	1988	988	53	58	111	409	468	877
Union	1676	1458	3134	596	686	1282	4416	2188	834	791	1625	256	307	563
Warren	591	710	1301	2632	2719	5351	6652	4501	355	493	848	1786	1867	3653
Washington	452	502	954	3321	3433	6754	7708	3030	291	308	599	1255	1176	2431
Wayne	1016	976	1992	522	635	1157	3149	1769	571	584	1155	292	322	614
Webster	1211	1125	2336	485	490	975	3311	1871	600	708	1308	278	285	563
Wilkinson	536	453	989	1639	1630	3269	4258	3219	394	348	742	1222	1255	2477
Winston	1103	988	2091	818	851	1669	3760	2248	663	635	1298	448	502	950
Yalobusha	961	1099	2060	602	633	1235	3295	2581	774	830	1604	444	533	977
Yazoo	1127	1040	2167	3213	3500	6713	8880	5737	728	735	1463	2008	2266	4274

TABLE III.

COUNTIES.	No Teachers Employed. (Classified by Grades)									No. Teachers Employed (Classified by Sex.)							Amount Paid in Salaries to Teachers.					
	White.				Colored.						White.			Colored.			White.			Colored.		
	First.	Se'ond	Third.	Total.	First.	Se'ond	Third	Total.	Total Both Races.	Total Both Races.	Male.	Fem.	Total.	Male.	Fem.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Adams	11	17	..	28	5	36	12	53	81	81	5	23	28	8	45	53	$ 2020	$ 6783	$ 8803	$ 1784	$ 9294	$ 11,078
Alcorn	29	17	7	53	3	2	18	23	76	76	31	22	53	11	12	23	5696	2810	8506	1589	1032	2621
Amite	59	3	..	62	19	16	16	51	113	113	32	30	62	35	16	51	3185	2924	6109	2799	1239	4038
Attala	86	..	..	86	16	39	..	55	141	141	32	54	86	30	25	55	4042	7126	11,168	2810	2055	4865
Benton	35	10	..	45	2	8	17	27	72	72	30	15	45	21	6	27	4718	1870	6588	2011	395	2406
Bolivar	34	2	.	36	24	35	33	92	128	128	4	32	36	60	32	92	1000	7725	8725	7965	3561	11,526
Calhoun	65	11	..	76	7	13	10	30	106	106	35	41	76	23	7	30	4551	3959	8510	1970	482	2452
Carroll	58	11	1	70	17	30	15	62	132	132	25	45	70	44	18	62	3588	5531	9119	4382	1552	5934
Chickasaw	65	10	..	75	7	26	20	53	128	128	23	52	75	28	25	53	3857	6646	10,503	1950	1580	3530
Choctaw	47	4	..	51	12	10	1	23	74	74	36	15	51	19	4	23	3824	1551	5375	1820	252	2072
Claiborne	18	18	..	36	6	28	9	43	79	79	8	28	36	21	22	43	2602	7638	10,240	4347	3610	7957
Clarke	30	34	13	77	8	11	19	38	115	115	38	39	77	21	17	38	4266	2889	7155	1743	1045	2788
Clay	50	1	..	51	3	57	11	71	122	122	19	32	51	41	30	71	4273	6101	10,374	4092	2381	6473
Coahóma	25	3	..	28	7	6	45	58	86	86	2	26	28	41	17	58	1140	4994	6134	3450	1115	4565
Copiah	99	9	..	108	21	26	30	77	185	185	21	87	108	25	52	77	5845	15,531	21,376	2665	4644	7309
Covington	47	1	1	49	8	5	3	16	65	65	37	12	49	14	2	16	3083	1091	4174	1266	115	1381

DeSoto	41	7	..	48	11	11	31	53	101	101	9	39	48	40	13	53	$ 2097	$ 6625	$ 8722	$ 5001	$ 1018	$ 6019
Franklin	39	5	..	44	9	19	1	29	73	73	28	16	44	19	10	29	2837	1484	4321	1696	542	2238
Greene	21	5	2	28	..	1	3	4	32	32	16	12	28	4	..	4	1488	1439	2927	533	....	533
Grenada	18	16	..	34	6	9	33	48	82	82	5	29	34	34	14	48	1608	5779	7387	3995	1093	5088
Hancock	17	11	..	28	3	7	1	11	39	39	18	10	28	1	10	11	2733	1319	4052	160	1312	1472
Harrison	19	13	5	37	1	4	2	7	44	44	7	30	37	5	2	7	1785	4179	5964	1181	271	1452
Hinds	92	2	..	94	17	44	36	97	191	191	17	77	94	54	43	97	6835	16,796	23,631	7066	6442	13,508
Holmes	58	2	..	66	22	44	19	85	145	145	23	37	60	58	27	85	4700	6241	10,941	6770	2540	9310
Issaquena	9	..	..	9	12	9	12	33	42	42	..	9	9	20	13	33	....	1965	1965	2049	1075	3124
Itawamba	49	35	..	84	1	9	1	11	95	95	65	19	84	10	1	11	7732	1949	9681	1068	15	1083
Jackson	25	11	6	42	4	..	6	10	52	52	12	30	42	4	6	10	1807	3849	5656	910	545	1455
Jasper	33	15	1	69	2	13	22	37	106	106	37	32	69	21	16	37	4685	2762	7447	1518	826	2344
Jefferson	40	2	..	42	24	25	5	54	96	96	17	25	42	27	27	54	2904	4078	6982	3593	2275	5868
Jones	35	25	1	61	1	3	6	10	71	71	37	24	61	4	6	10	2572	1701	4273	331	328	659
Kemper	60	5	1	66	6	20	10	36	102	102	23	43	66	18	18	36	4056	5059	9115	2956	1605	4561
Lafayette	80	11	..	91	4	41	13	58	149	149	28	63	91	46	12	58	5552	7999	13,551	3877	787	4664
Lauderdale	98	5	1	104	9	40	10	59	163	163	40	64	104	33	26	59	5883	15,616	21,499	3452	2986	6438
Lawrence	39	14	3	56	1	9	11	21	77	77	32	24	56	16	5	21	4104	2451	6555	1188	356	1544
Leake	37	18	6	61	3	14	12	29	90	90	34	27	61	25	4	29	3996	3002	6998	1961	312	2273
Lee	46	21	1	68	6	9	19	34	102	102	33	35	68	21	13	34	6765	6291	13,056	2758	1074	3832
Leflore	19	1	..	20	18	21	27	66	86	86	4	16	20	40	26	66	1365	3585	4950	3675	1609	5284
Lincoln	54	22	2	78	11	17	8	36	114	114	35	43	78	16	20	36	4204	6278	10,482	1610	2057	3667
Lowndes	41	9	4	54	1	18	45	64	118	118	8	46	54	32	32	64	3200	10,618	13,818	4065	3260	7325
Madison	52	6	..	58	7	49	14	70	128	128	17	41	58	31	39	70	3971	8462	12,433	4363	4855	9218
Marion	56	4	..	60	3	5	10	18	78	78	32	28	60	9	9	18	3229	2415	5644	788	394	1182
Marshall	68	10	1	79	1	13	60	74	153	153	12	67	79	40	34	74	2978	10,933	13,911	4435	2354	6789
Monroe	49	35	4	88	2	9	76	87	175	175	30	58	88	53	34	87	5031	10,299	15,330	4554	2627	7181
Montgomery	57	2	...	59	10	20	12	42	101	101	21	38	59	21	21	42	2912	2781	5693	1689	1180	2869

TABLE III.—CONTINUED.

COUNTIES.	No. Teachers Employed. (Classified by Grades).									No. Teachers Employ'd (Classified by Sex).							Amount Paid in Salaries to Teachers.					
	White.				Colored.				Total of Both Races	Total of Both Races.	White.			Colored.			White.			Colored.		
	First.	Sec'nd	Third.	Total.	First.	Sec'nd	Third	Total.			Male.	Fem.	Total.	Male.	Fem.	Total.	Male.	Fem.	Total	Male.	Fem.	Total.
Neshoba	21	30	15	66	..	2	5	7	73	73	35	31	66	6	1	7	3892	2688	6580	646	46	692
Newton	63	12	1	76	2	2	26	30	106	106	48	28	76	22	8	30	5963	3104	9067	1470	445	1915
Noxubee	45	9	...	54	7	24	39	70	124	124	11	43	54	44	26	70	2992	7771	10,763	5082	2657	7739
Oktibbeha	40	8	..	48	3	22	10	35	83	83	14	34	48	26	9	35	2247	4416	6663	2732	574	3306
Panola	42	13	18	73	2	18	79	99	172	172	14	59	73	51	48	99	4183	10,781	14,964	6084	3611	9695
Pearl River	13	13	.	26	2	..	1	3	29	29	10	16	26	1	2	3	1183	1281	2464	62	115	177
Perry	33	12	3	48	..	12	1	13	61	61	21	27	48	11	2	13	1725	2210	3935	872	239	1111
Pike	79	4	..	83	24	29	19	72	155	155	29	54	83	32	40	72	4984	7559	12,543	4472	3318	7790
Pontotoc	38	31	2	71	1	10	14	25	96	96	38	33	71	14	11	25	5671	4420	10,091	1371	828	2199
Prentiss	42	27	3	72	..	4	9	13	85	85	40	32	72	10	3	13	5970	2686	8656	937	179	1116
Quitman	9	..	..	9	2	6	..	8	17	17	1	8	9	7	1	8	90	794	884	847	80	927
Rankin	84	..	..	84	13	38	12	63	147	147	38	46	84	43	20	63	4056	4349	8405	4002	1381	5383
Scott	50	13	4	67	9	4	18	31	98	98	26	41	67	28	3	31	2732	3794	6526	2299	132	2431
Sharkey	16	1	..	17	8	14	10	32	49	49	2	15	17	20	12	32	455	3267	3722	2863	827	3690
Simpson	59	15	2	76	10	9	13	32	108	108	43	33	76	23	9	32	2693	2403	5096	1426	293	1719
Smith	63	15	1	79	1	8	6	15	94	94	55	24	79	14	1	15	4518	1371	5889	927	12	939

Sunflower	32	.	..	32	12	20	..	32	64	64	7	25	32	18	14	32	1010	3444	4454	2646	919	3565
Tallahatchie	35	12	1	48	5	18	25	48	96	96	18	30	48	33	15	48	3262	2894	6156	2807	1205	4012
Tate	44	11	1	56	6	27	28	61	117	117	24	32	56	34	27	61	3909	4321	8230	2952	2106	5058
Tippah	51	2	12	65	1	7	7	15	80	80	41	24	65	11	4	15	4415	2617	7032	670	200	870
Tishomingo	47	16	4	67	2	..	6	8	75	75	48	19	67	2	6	8	6650	1295	7945	491	440	931
Tunica	11	..	..	11	19	17	..	36	47	47	1	10	11	10	26	36	340	2241	2581	981	3118	4099
Union	48	24	3	75	1	7	18	26	101	101	43	32	75	18	8	26	5510	3232	8742	1624	773	2397
Warren	38	6	1	45	12	36	30	78	123	123	4	41	45	40	38	78	2800	10.468	13.268	6365	6803	13,168
Washington	32	.	..	32	14	44	51	109	141	141	8	24	32	55	54	109	3485	8631	12,116	9225	6930	16,155
Wayne	25	22	6	53	2	9	8	19	72	72	18	35	53	16	3	19	1708	2942	4650	1245	164	1409
Webster	51	7	1	59	8	10	5	23	82	82	34	25	59	21	2	23	4655	2745	7400	1762	92	1854
Wilkinson	19	23	2	44	38	22	13	73	117	117	6	38	44	53	20	73	906	4667	5573	5774	1933	7707
Winston	54	7	1	62	2	20	13	35	97	97	31	31	62	23	12	35	3147	2670	5817	1708	695	2403
Yalobusha	67	1	..	68	3	34	..	37	105	105	14	54	68	23	14	37	4055	7564	11,619	2585	1320	3905
Yazoo	69	8	..	77	26	56	16	98	175	175	15	62	77	46	52	98	3493	11,331	14,824	7027	6250	13,277

TABLE IV.

COUNTIES.	Average Salaries Paid per Month to Teachers.															No. Public Schools in County.	Length of Term in Days in Country Schools.	Length of Term in Days in City Schools.
	In Country Schools.						Average of both Races.	Average of both Races.	In Country and City Combined.									
	White.			Colored.					White.			Colored.						
	Male.	Female.	Total.	Male.	Female.	Total.			Male.	Female.	Total.	Male.	Female.	Total.				
Adams	$46 45	$34 81	$35 30	$28 45	$25 65	$26 15	$29 14	$34 35	$61 02	$37 96	$42 08	$34 17	$29 47	$30 20	50	115	180
Alcorn	32 97	24 76	29 59	22 20	16 60	19 91	26 91	27 98	35 31	25 34	31 04	24 24	16 62	20 85	62	100	140.
Amite	24 88	24 37	24 63	19 99	19 36	19 79	22 49	22 49	24 88	24 37	24 63	19 99	19 34	19 79	98	78	....
Attala	30 06	28 29	28 88	20 19	17 59	19 04	25 11	26 14	31 67	29 20	29 91	21 31	18 05	19 93	129	80	160
Benton	32 46	26 55	29 50	20 08	16 48	18 28	23 89	23 89	32 46	26 55	29 50	20 08	16 48	18 28	63	100	....
Bolivar	50 00	49 09	49 45	31 08	23 30	28 33	37 05	37 05	50 00	49 09	49 45	31 08	23 30	28 33	92	98	....
Calhonn	26 22	19 76	22 99	17 96	13 39	15 67	19 33	19 33	26 22	19 76	22 99	17 96	13 39	15 67	84	94	....
Carroll	35 88	30 72	32 56	24 56	21 54	23 92	28 51	28 51	35 88	30 72	32 56	24 56	21 54	23 92	117	79	....
Chickasaw	30 85	27 18	28 33	14 87	12 92	14 07	22 35	23 71	35 74	27 85	30 26	15 40	13 33	14 42	91	88½	140
Choctaw	26 55	25 85	26 35	23 95	15 79	22 53	25 16	25 16	26 55	25 85	26 35	23 95	15 79	22 53	61	79	....
Claiborne	35 20	34 56	35 10	26 12	24 32	25 34	29 94	32 12	42 12	35 05	36 90	28 10	25 30	26 76	65	157½	180
Clarke	30 13	29 08	29 60	22 65	18 50	20 57	25 08	26 06	33 22	28 95	31 13	23 20	18 81	21 00	86	79	160
Clay	43 86	38 94	40 89	23 97	19 53	22 15	29 50	30 79	48 25	39 14	42 53	24 26	19 74	22 35	80	80	180
Coahoma	47 50	40 21	40 48	21 00	15 00	19 30	29 89	31 04	73 75	40 20	42 59	22 27	15 52	19 50	75	87	140

Copiah	36 64	35 24	35 50	25 78	20 00	21 92	29 10	31 48	42 96	35 93	38 26	25 78	20 30	22 08	151	80	173
Covington...	23 00	24 09	23 46	22 83	13 50	21 39	23 00	23 00	23 00	24 09	23 46	22 83	13 50	21 39	62	75	....
DeSoto	47 81	37 04	39 06	26 08	20 00	24 61	31 41	31 41	47 81	37 04	39 06	26 08	20 00	24 61	81	99¼	....
Franklin	29 30	26 41	28 24	25 60	19 41	23 46	26 39	26 39	29 30	26 41	28 24	25 60	19 41	23 46	62	70	....
Greene	22 00	23 00	22 50	13 50	.....	13 50	21 37	21 37	22 00	23 00	22 50	13 50	......	13 50	32	97	....
Grenada.... 6	31 95	28 94	29 42	20 91	14 89	19 17	22 47	35 79	56 95	30 09	32 07	22 92	15 43	20 74	68	93	180
Hancock	32 61	24 62	28 62	40 00	20 60	30 31	29 46	34 83	43 80	27 75	35 77	40 00	27 81	33 90	45	80	140
Harrison. ...	19 11	21 51	21 00	23 64	15 00	21 40	21 04	26 81	32 64	24 82	26 54	35 12	22 50	30 09	58	76	150
Hinds	50 84	33 83	36 86	23 73	24 60	24 07	29 95	32 09	61 45	35 82	40 46	24 69	25 40	25 00	141	100	193
Holmes	42 77	35 25	37 23	25 55	20 55	23 77	29 12	30 54	46 60	36 64	40 48	26 02	21 06	24 25	119	82	140
Issaquena ...	....	53 50	53 50	28 60	24 00	26 30	39 90	39 90	....	53 50	53 50	28 60	24 00	26 30	29	80	....
Itawamba....	23 78	20 54	21 25	21 37	15 00	19 70	22 66	22 66	23 78	20 54	21 25	21 37	15 00	19 70	63	100	....
Jackson	35 50	29 29	31 69	50 50	20 50	32 50	31 85	31 86	35 50	29 29	31 69	50 50	20 50	32 50	45	76½	...
Jasper	32 14	22 10	27 12	19 44	13 04	16 34	21 73	21 73	32 14	22 10	27 12	19 44	13 04	16 34	85	79	....
Jefferson.	42 71	40 77	41 74	32 27	21 07	26 67	34 21	34 21	42 71	40 77	41 74	32 27	21 07	26 67	74	80	....
Jones	14 50	14 13	14 30	15 19	14 87	14 28	15 27	15 26	17 26	16 50	14 65	20 13	14 20	16 86	68	65	140
Kemper.......	32 43	29 67	31 05	26 71	19 28	22 88	26 96	26 96	32 43	29 67	31 05	26 71	19 28	22 88	113	73	....
Lafayette	42 95	25 02	29 93	25 05	12 00	18 68	25 47	30 67	49 50	31 74	37 23	21 84	16 40	20 40	122	79	180
Lauderdale...	86 86	30 70	34 07	23 81	20 33	22 70	29 62	35 41	40 39	40 55	40 48	24 61	24 42	24 50	104	79	180
Lawrence	30 54	26 04	28 28	19 18	17 80	18 49	23 38	23 38	30 54	26 04	28 28	19 18	17 80	18 49	65	76	....
Leake...	29 00	23 40	26 20	19 80	17 40	18 60	22 40	22 40	29 00	23 40	26 20	19 80	17 40	18 60	80	78¼	....
Lee..........	38 15	28 30	33 16	22 87	18 18	21 31	29 61	30 68	39 74	29 87	34 45	23 59	17 92	21 64	82	100	160
Leflore	47 88	47 90	47 88	24 26	16 30	21 22	26 61	27 91	60 91	44 75	48 00	24 90	17 08	21 81	66	78	140
Lincoln	31 80	25 02	28 09	21 00	18 76	19 69	25 29	28 18	31 80	31 08	31 38	24 03	20 36	21 83	89	78½	160
Lowndes.	45 50	33 62	35 31	22 06	17 99	20 20	26 89	32 99	66 67	40 69	44 72	24 48	19 64	22 06	86	100	180
Madison	43 54	37 40	39 26	26 98	24 20	25 42	21 54	34 26	46 10	39 00	41 03	27 79	23 33	25 25	113	100	150
Marion.......	29 90	27 44	28 67	21 88	12 30	17 09	23 88	23 88	29 90	27 44	28 67	21 88	12 30	17 08	56	78	....
Marshall.....	38 10	31 36	32 13	40 00	22 33	26 75	44 76	26 02	46 17	31 79	32 76	18 55	17 82	17 80	128	99	180

TABLE IV.—CONTINUED.

COUNTIES.	Average Salaries Paid Per Month to Teachers.														No. Public Schools in County.	Length of Term in Days in Country Schools.	Length of Term in Days in City Schools.
	In Country Schools.						Average of both Races	Average of both Races.	In Country and City Combined.								
	White.			Colored.					White.			Colored.					
	Male.	Female.	Total.	Male.	Female.	Total.			Male.	Female.	Total.	Male.	Female.	Total.			
Monroe	37 08	33 37	34 75	17 15	14 80	16 29	25 29	26 10	37 08	34 82	35 57	17 55	15 97	16 94	114	100	140
Montgomery	23 08	17 22	19 41	19 21	14 65	17 02	18 37	20 25	29 86	18 80	22 90	19 25	15 18	17 51	81	80	140
Neshoba	31 91	26 61	29 50	17 41	15 33	17 31	27 65	27 65	31 91	26 61	29 50	17 41	15 33	17 31	76	70	....
Newton	29 99	27 48	29 02	17 58	13 65	16 44	25 39	26 11	31 11	27 31	29 99	17 58	13 65	16 44	87	79½	140
Noxubee	41 50	38 17	38 79	22 48	17 49	20 41	29 00	30 72	50 88	38 51	41 25	22 63	19 87	21 56	101	88½	176
Oktibbeha	30 63	29 69	29 97	23 05	14 00	20 27	23 09	25 96	33 92	29 23	30 61	23 62	14 32	20 38	61	80	140
Panola	40 50	31 55	33 48	27 52	16 10	21 92	27 42	29 15	46 40	33 05	35 95	28 00	16 74	22 40	117	116	179½
Pearl River	19 20	16 78	18 05	15 46	22 46	18 91	18 12	20 14	25 78	19 06	20 29	15 40	21 20	18 86	39	65	140
Perry	18 50	17 50	17 95	16 50	16 00	16 45	16 87	19 31	19 52	19 81	19 68	17 73	20 50	17 92	55	80	140
Pike	29 11	26 18	27 31	29 44	18 86	23 47	25 45	28 02	35 24	29 99	31 83	30 11	19 50	24 21	99	84⅓	150
Pontotoc	29 58	24 80	27 34	18 50	16 20	17 52	25 08	25 50	30 22	25 12	27 92	19 26	16 58	18 06	77	97⅓	140
Prentiss	31 50	23 00	27 00	20 00	16 00	18 00	25 75	25 75	31 50	23 00	27 00	20 00	16 00	18 00	60	96½	...
Quitman	30 00	24 75	25 15	23 50	20 00	20 50	22 25	22 25	30 00	24 75	25 15	23 50	20 00	20 50	22	80	..
Rankin	26 22	24 80	25 51	23 86	15 00	19 43	22 47	31 58	38 11	28 79	33 45	31 90	15 00	29 71	118	79¼	....

Scott....	$27 07	$26 32	$26 60	$21 03	$14 53	$20 05	$24 50	$24 50	$27 07	$26 32	$26 60	$21 03	$14 53	$20 05	83	78	....
Sharkey......	50 55	48 18	48 46	33 28	19 02	27 49	34 79	34 79	50 55	48 18	48 46	33 28	19 02	27 49	40	89½	....
Simpson.....	24 27	21 30	22 98	18 24	12 64	16 66	21 11	21 11	24 27	21 30	22 98	18 24	12 64	16 66	76	74	....
Smith.........	22 70	20 13	21 41	18 40	10 00	14 20	17 80	17 80	22 70	20 13	21 41	18 40	10 00	14 20	79	77	....
Sunflower....	43 91	37 03	38 51	36 84	22 97	30 14	34 32	34 32	43 91	37 03	38 51	36 84	22 97	30 14	54	86	....
Tallahatchie ..	36 40	29 00	31 76	22 16	17 96	20 86	25 98	25 98	36 40	29 00	31 76	22 16	17 96	20 86	90	78	....
Tate	42 23	35 11	38 40	26 33	21 08	23 79	31 94	31 94	42 23	35 11	38 44	26 33	21 08	23 79	81	80	....
Tippah	23 92	23 37	23 62	15 05	16 90	15 53	22 10	22 10	23 92	23 37	23 62	15 05	16 90	15 53	58	95	...
Tishomingo ..	29 52	26 79	28 87	20 07	17 11	18 59	27 57	28 11	31 77	29 75	30 34	26 13	18 09	21 54	59	91	140
Tunica	48 80	41 82	42 28	30 11	31 00	30 70	34 41	34 41	40 80	41 82	42 28	30 11	31 00	30 70	37	107	....
Union........	31 89	28 67	30 55	22 94	20 71	22 29	28 44	28 44	31 84	28 67	30 55	22 94	20 71	22 29	65	100	....
Warren.......	41 66	35 00	35 66	29 76	27 15	28 80	30 97	34 95	75 00	42 60	45 84	30 50	28 60	29 27	98	100	183
Washington..	50 66	50 92	50 79	30 07	20 84	25 45	38 62	43 03	75 22	53 58	51 32	30 07	27 34	29 70	91	150	150
Wayne	28 08	23 04	25 56	19 96	13 88	16 93	21 30	21 30	28 08	23 04	25 56	19 96	13 88	16 92	72	76	....
Webster.......	24 18	25 44	24 81	19 20	10 76	14 98	19 89	29 43	49 53	30 22	38 87	22 16	10 76	19 99	74	79	140
Wilkinson ...	39 00	31 00	32 10	27 00	25 00	26 45	28 57	28 57	39 00	31 00	32 10	27 00	25 00	26 45	92	78	...
Winston	26 00	21 82	23 91	18 08	15 10	15 54	21 62	21 62	26 00	21 82	23 91	18 08	15 10	15 54	87	79	..
Yalobusha....	38 50	24 00	27 34	20 00	20 00	20.00	24 30	27 17	47 65	25 85	30 28	22 13	20 00	21 32	73	90	180
Yazoo	44 72	36 69	38 35	31 33	25 86	28 53	32 80	34 27	48 51	38 34	40 34	32 68	26 31	29 34	143	90	180

TABLE V.

COUNTIES.	No. Schools Taught 1892-93.				No. Districts Established for 1893-94.							School Property Statistics												No. Teachers Examined.			No Teachers Licensed.			Instit'es Held.		
					White.			Colored						Kind of Houses.			Houses Owned by		Houses Built in 1893													
	White.	Colored.	Total.	Line Schools.	Regular.	Line.	Total.	Regular.	Line	Total	Total Both Races.	Value of Houses and Lots.	Value of Furniture.	Log.	Framed.	Brick.	County.	Otherwise.	Log.	Framed.	Brick	In Fall.	In Spring.	Total.	White.	Colored.	Total.	White	Colored.	Total.
Adams	14	36	50	2	14	2	16	36	..	36	52	$ 27,540	$ 1895	..	44	5	32	17	.	3	..	86	79	165	34	93	127	1	1	2
Alcorn	43	19	62	3	40	3	43	19	.	19	02	9935	1020	20	39	2	33	28	1	2		78	28	106	62	26	88	1	1	2
Amite	49	43	92	5	48	5	53	43	..	43	96	15.535	3183	39	47	1	67	10	..	6		61	70	131	74	39	113	1	1	2
Attala	72	53	125	4	71	4	75	52	..	52	127	21,600	6100	18	109	1	2	126	1	13	..	60	92	152	42	26	68	1	1	2
Benton	46	24	70	7	39	2	41	23	..	23	64	3175	260	7	56	..	20	43	..	..		105	23	128	64	55	119	1	.	1
Bolivar	37	55	92	1	42	1	43	61		61	104	31,708	2986	1	90	1	3	88	..	1	..	88	37	125	37	70	107	1	1	2
Calhoun	74	29	103	4	50	7	57	26	1	27	84	12,000	1000	21	58	..	...	79	..	3	..	124	7	131	86	33	119	1	1	2
Carroll	63	54	117	13	56	8	64	54	.	54	118	3750	500	27	46	..	36	36		2	..	102	79	181	84	73	157	1	1	2
Chickasaw	52	41	93	4	44	4	48	32		32	80	44,815	2865	22	68	2	71	21		..	..	258	86	344	83	76	159	1	1	2
Choctaw	42	19	61	5	41	4	45	20	2	22	67	6885	.....	11	52	..	58	5	1	7	..	56	62	118	77	27	104	1	1	2
Claiborne	31	35	66	3	28	2	30	35	.	35	65	20,385	2091	5	60		41	24	.	5	.	147	79	226	54	72	126	1	1	2
Clarke	55	31	86	3	53	6	59	31	..	31	90	13,400	1500	11	57	1	41	24	1	13		71	24	95	36	24	6	1	1	2
Clay	38	41	79	1	37	.	37	40	1	41	78	26,450	4055	..	78	1	77	2	..	1	..	107	76	183	48	99	147	1	1	1
Coahoma	26	54	80	1	25	1	26	49	.	49	75	21.450	2285		..		56	19		4		64	38	102	28	42	70	..	1	1
Copiah	82	61	143	6	79	4	83	60	3	63	146	55,465	2370	36	113	2	123	23	..	2		134	146	280	103	46	149	1	1	2

Covington	45	16	61	4	42	6	48	17	1	18	66	10,975	889	19	43	..	...	62	3	3	..	25	46	71	37	14	51	1	1	2
DeSo to	39	42	8:	..	40	1	41	42	..	42	83	12,543	1410	6	73	2	78	3	1	..	..	376	13	389	79	120	199	1	1	2
Franklin	38	21	59	3	35	2	37	22	3	25	62	7420	1270	17	45	.	37	35	..	2	..	36	45	81	30	34	64	1	1	2
Greene	28	6	34	3	32	3	35	7	.	7	42	2600	150	20	15	..	...	35	..	1	..	10	8	18	13	3	16	1	..	1
Grenada	33	43	75	10	25	4	29	37	2	39	68	27,300	1300	7	35	1	...	61	..	2	..	117	110	227	36	48	84	1	1	2
Hancock	26	8	34	1	46	4	53	9	..	9	62	6050	850	10	35	..	1	44	..	1	..	15	22	37	16	14	30	1	..	1
Harrison	41	7	48	4	47	3	50	10	1	11	61	16,700	2846	21	38	..	41	18	..	2	..	61	31	92	33	7	40	1	1	2
Hinds	65	76	141	4	62	3	65	76	2	78	143	68,000	9470	30	110	1	125	16	..	..	..	240	94	334	84	140	224	1	1	2
Holmes	48	67	115	2	48	2	50	70	..	70	120	23,550	4060	8	105	2	78	37	..	6	..	207	115	322	58	58	116	1	1	2
Issaquena	9	20	29	..	9	.	9	20	..	20	29	100	.....	..	1	..	...	...	..	..	..	42	....	42	8	29	37	..	1	1
Itawamba	54	9	63	2	54	2	56	9	..	9	65	15,795	525	20	48	..	60	3	..	..	..	76	43	119	100	19	119	1	..	1
Jackson	37	8	45	1	36	1	37	10	...	10	47	4225	539	19	13	..	1	32	..	..	..	33	13	46	34	5	38	1	1	2
Jasper	47	36	83	4	47	5	52	32	1	33	85	19,278	2845	19	66	..	68	17	1	5	..	95	65	160	60	42	102	1	1	2
Jefferson	37	37	74	..	37	2	39	37	.	37	76	13,450	1057	19	53	2	32	42	1	8	..	46	47	93	15	51	66	1	1	2
Jones	57	8	65	13	43	13	56	7	0	8	64	15,460	1210	18	41	1	33	27	.	2	..	45	40	85	50	5	55	1	1	2
Kemper	64	41	105	4	64	5	69	59	..	59	128	5400	500	25	54	..	49	3	3	5	..	97	100	197	50	35	85	1	1	2
Lafayette	77	48	125	8	73	1	74	49	2	51	125	39,175	2435	18	102	2	118	2	..	1	.	123	41	164	80	65	145	1	1	2
Lauderdale	65	39	104	2	59	2	61	40	.	40	101	110,000	8550	..	100	4	94	10	..	5	..	168	226	394	98	57	155	1	1	2
Lawrence	40	21	61	4	44	4	48	30	1	31	79	10,009	2315	8	62	..	1	69	..	10	..	34	58	92	34	20	54	1	1	2
Leake	53	27	80	..	51	7	58	27	.	27	85	7190	1130	10	52	..	...	62	..	1	..	123	90	213	73	34	107	1	1	2
Lee	67	33	100	11	43	7	50	30	2	32	82	26,840	3285	14	66	1	2	80	1	4	..	165	20	185	66	32	98	1	1	2
Leflore	16	37	53	2	17	..	17	51	..	51	68	24,030	1000	12	52	..	12	52	..	1	..	83	48	131	21	97	118	..	1	1
Lincoln	59	30	89	10	49	10	59	28	2	30	89	18,892	2005	6	81	1	1	87	..	3	..	45	36	81	41	35	76	1	1	2
Lowndes	38	48	86	..	24	..	24	38	..	38	62	40,100	3700	9	76	1	86	...	..	1	..	136	145	281	51	74	125	1	1	2
Madison	40	66	106	7	30	6	36	36	1	37	73	24,700	1500	1	111	1	109	4	..	1	..	126	21	147	47	90	137	1	1	2
Marion	44	12	56	2	46	4	50	03	..	03	63	12,480	1658	7	49	..	...	56	..	5	..	28	67	95	36	7	43	1	..	1
Marshall	63	62	125	3	63	3	66	63	1	64	130	26,000	2200	30	94	4	55	73	1	1	..	166	58	224	85	81	166	1	1	2
Monroe	63	51	114	1	66	1	67	53	..	53	120	45,000	4145	9	37	1	47	78	..	5	..	298	12	310	102	87	189	1	1	2

TABLE V.—CONTINUED.

COUNTIES.	No. Schools Taught 1892-'93				No. Districts Established for 1893-'94.							School Property Statistics.										No. Teachers Examined.			No. Teachers Licensed.			Instit'es Held.		
					White.			Colored						Kind of Houses.			Houses Owned by		Houses Built in 1893.											
	White.	Colored.	Total.	Line Schools.	Regular.	Line.	Total.	Regular.	Line.	Total.	Total Both Races.	Value of Houses and Lots.	Value of Furniture	Log.	Framed.	Brick.	County.	Otherwise.	Log.	Framed.	Brick.	In Fall.	In Spring.	Total.	White.	Colored.	Total.	White.	Colored.	Total.
Montgomery ...	38	33	71	15	38	14	52	34	1	35	87	$ 17,000	$ 1800	11	49	1	60	1	.	3	..	134	43	177	49	59	108	1	1	2
Neshoba.......	56	11	67	9	56	9	65	11	1	12	77	7000	2500	25	51	.	10	66	..	6	..	37	60	97	50	7	57	1		1
Newton	61	30	91	7	57	3	60	30	2	32	92	6760	800	18	70	.	13	75	.	2	..	100	51	151	41	19	60	1	1	2
Noxubee	43	58	101	6	37	5	42	55	2	57	99	22,640	2330	25	75	1	22	41	2	1	..	265	96	361	69	83	152	1	1	2
Oktibbeha . ..	34	27	61	4	35	4	39	26	..	26	65	4500	100	5	64	.	4	65	.	3	..	61	39	100	30	18	48	1	1	2
Panola	55	62	117	4	52	4	56	59	3	62	118	7850	1200	27	89	1	10	107	..	5	.	250	25	275	75	105	180	1	1	2
Pearl River .	23	3	26	1	32	..	32	8	..	8	40	6150	600	30	8	.	36	2	.	1		7	10	17	15	2	17	..		..
Perry	41	12	53	2	40	2	42	11	..	11	53	6420	1774	32	23	.	1	54		6	..	21	21	42	35	7	42	1	..	1
Pike	58	47	105	6	47	3	50	41	1	42	92	14,750	1650	15	80	.	45	49	2	1		81	54	135	44	78	122	1	3	2
Pontotoc.......	53	24	77	6	48	5	53	23	1	24	77	16,830	1580	23	39	2	64	2	..	2	.	127	76	203	84	19	103	1	1	2
Prentiss	78	14	92	7	36	8	44	9	2	11	55	19,660	1886	9	49	2	52	8		4	..	63	87	150	99	13	112	1	1	2
Quitman	9	11	20	1	9	2	11	13	..	13	24	150	......	23	1		1	23	2	..	..	14	3	17	5	8	13	..	1	1
Rankin.......	55	50	105	13	55	9	64	50	4	54	118	26,550	1795	13	86	4	101	2	..	.	..	78	58	136	63	70	133	1	1	2
Scott.........	53	29	82	10	14	9	53	31	..	31	84	5725	515	25	38	..	34	29	4	1	..	66	99	165	55	28	83	1	1	2
Sharkey	13	22	35	..	16	..	16	25	..	25	41	12,625	995	.	40	..	18	22	..	4	.	70	25	95	23	52	75	..	1	1

Simpson.... ...	54	22	76	14	42	12	54	20	2	22	76	$ 4366	$ 764	18	48	..	34	32	..	5	..	18	51	69	43	24	67	1	1	2
Smith...	58	14	72	9	57	10	67	14	1	15	82	4480	635	22	36	..	33	25	1	2	.	24	55	79	36	9	45	1	..	1
Sunflower..... .	24	23	47	1	28	1	29	25	..	25	54	2685	595	8	20	..	20	8		8	.	21	14	35	26	9	35	..	1	1
Tallahatchie....	44	46	90	3	46	..	46	46	..	46	92	9700	1470	12	84	.	..	85	2	1	..	15	55	70	24	14	38	1	1	2
Tate....... ...	41	40	81	2	80	2	82	40	..	40	122	12,500	1000	16	62	1	77	4	.	..	..	167	.	167	57	56	113	1	1	2
Tippah.........	64	14	78	7	43	3	46	15	.	15	61	5250	900	7	39	.	30	15	.	1	..	74	55	129	79	11	90	1	.	1
Tishomingo.....	55	8	63	7	45	3	48	8	.	8	56	7775	250	16	42		50	8	.	2	..	40	58	98	70	9	79	1	..	1
Tunica	11	24	35	1	14	..	14	26	1	27	41	2500	900	3	29	.	18	66	.	1	..	21	31	52	11	19	30	...	1	1
Union.....	57	21	78	6	40	4	44	20	1	21	65	7590	880	9	37	.	35	11	..	1	..	105	20	125	83	35	118	1	1	2
Warren....	32	66	98	..	96	.	96	66	..	66	162	34,000	6000	..	97	1	12	86	..	..	..	128	52	180	82	76	158	1	1	2
Washington	17	74	91	..	20	..	20	74	..	74	94	26,650	2650	.	25	2	27	68	..	4	..	65	60	125	26	99	125	1	1	2
Wayne....... .	51	20	71	5	50	5	55	20	2	22	77	8720	746	19	55	..	52	22	..	3	..	54	19	73	39	15	54	1	1	2
Webster.......	41	22	63	11	41	11	52	23	1	24	76	15,545	235	21	43	..	..	64	2	6	..	97	16	113	44	28	72	1	1	2
Wilkinson......	40	52	92	2	39	1	40	52	1	53	93	2450	95	3	6	.	6	10	..	3	..	53	87	140	40	60	100	1	1	2
Winston........	57	30	87	5	54	4	58	30	2	32	90	5415	1060	50	39	.	86	3	...	..	.	49	87	136	68	30	98	1	1	2
Yalobusha......	39	32	71	8	39	6	45	32	2	34	79	18,950	4000	15	36	.	51	..	..	..	..	127	3	130	50	40	90	1	1	2
Yazoo....... ..	66	93	159	2	59	2	61	82	..	82	143	86,915	5960	3	135	2	81	59	.	..	..	250	5	255	79	118	197	1	1	2

(*a*) The amount collected from each race for Institutes, and the figures for private schools, are estimates. No report by county superintendent.

TABLE VI.

Counties.	Amount Collected for Institutes from			Private Schools.						Number Pupils Studying Each Branch.											
				No. of Schools.			No. Pupils Enrolled.														
	White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.	Spelling.	Reading.	Geography.	Arithmetic.	Ment. Arithmetic.	Grammar.	Composition.	U. S. History.	Physiology.	Nat. Philosophy.	History of Miss.	Civil Government.
Adams	$ 22 00	$ 64 50	$ 86 50	8	3	11	494	310	804	3286	4476	1862	2848	1943	926	956	395	354	74	...	...
Alcorn	45 50	20 00	65 50	4	..	4	228	..	228	2950	2800	965	1549	769	730	254	522	133	69	82	26
Amite	54 50	32 00	86 50	14	1	15	546	25	571	4399	4505	1669	2826	669	1159	529	849	165	31	86	46
Attala	28 50	47 50	76 00	2	1	3	74	30	104	5748	4536	2237	3457	766	1796	344	1310	400	103	70	65
Benton	32 50	31 50	64 00	9	6	15	225	113	338	2512	1950	616	1316	477	511	172	473	102	84	57	40
Bolivar	18 50	44 00	62 50	3	..	3	75	...	75	3206	3533	1779	2166	806	828	354	482	79	17	34	32
Calhoun	47 00	23 00	70 00	5	..	5	500	....	500	3711	3437	1121	2090	505	929	368	749	205	117	45	42
Carroll	45 00	49 50	94 50	8	..	8	360	...	360	4882	4609	1750	3165	653	1511	633	1043	359	80	62	51
Chickasaw	74 00	111 00	185 00	5	..	5	500	..	500	2662	3366	1427	2620	619	1263	422	899	227	120	24	109
Choctaw	55 50	17 50	73 00	2	.	2	120	..	120	2702	2375	915	1551	215	601	216	613	238	61	12	13
Claiborne	36 00	81 00	117 00	3	1	4	124	...	124	3603	4343	1472	2853	1173	1205	958	912	14	5	154	5
Clarke	27 50	20 00	47 50	9	5	14	226	143	369	3265	3496	1288	2262	372	747	415	581	266	52	17	25
Clay	38 00	53 50	91 50	..	..	..	...	...	...	3864	4108	1662	2755	1002	1560	1021	1085	489	100	110	78
Coahoma	40 00	73 00	113 00	5	6	11	150	300	450	2998	2894	1103	937	417	684	309	373	108	45	....	....
Copiah	67 00	73 00	140 00	2	..	2	39	....	39	5540	5662	2979	4666	1216	2757	695	1624	516	125	189	64

Covington	$ 25 50	$ 15 50	$ 41 00	7	2	9	260	79	339	2205	1914	758	1058	190	424	181	239	63	28	21	....
DeSoto	72 50	122 00	194 50	1	1	2	50	30	80	4171	4382	1896	2897	1184	1259	457	863	406	127	24	4
Franklin	16 50	23 00	39 50	6	..	6	130	...	130	2657	2325	760	1403	782	561	259	383	102	33	2	......
Greene	12 00	4 00	16 00	3	..	3	70	..	70	998	901	300	475	209	170	61	179	10	8	......	......
Grenada	50 50	69 00	119 50	6	5	11	194	102	296	2415	2255	1047	1901	420	958	277	304	277	28	36	20
Hancock	10 00	8 50	18 50	4	..	4	140	..	140	1007	975	394	736	318	255	183	167	63	18	5	3
Harrison	34 50	11 50	46 00	10	4	14	335	141	476	1691	1894	780	1531	754	464	196	397	63	23	......	......
Hinds	54 50	112 50	167 00	3	3	6	325	220	545	7050	8105	3837	5923	2428	2561	1306	1655	371	152	336	115
Holmes	40 00	128 00	168 00	..	..	..	..	..	..	5536	5335	2800	4029	932	2247	860	1472	342	218	98	85
Issaquena	6 50	14 00	20 50	1	..	1	16		16	1291	1907	383	816	508	197	99	167	7	7	4	......
Itawamba	65 00	10 00	75 00	2	..	2	242	...	242	3893	3513	1103	2739	767	1319	983	706	232	117	73	55
Jackson	24 00	3 50	27 50	4	..	4	200	..	200	1877	1917	661	1412	286	467	239	216	82	27	4	4
Jasper	34 50	29 50	64 00	3	..	3	65	..	65	3672	2893	1252	1698	490	880	321	661	330	127	73	51
Jefferson	17 50	40 50	58 00	2	..	2	165	..	165	3113	3223	1230	2216	1742	841	858	615	133	65	92	74
Jones	53 50	16 50	70 00	4	..	4	123	..	123	1707	2090	718	856	230	485	137	389	75	34	5	2
Kemper	50 50	36 50	87 00	23	15	38	460	225	685	3365	3016	1337	2108	491	978	408	811	185	70	37	29
Lafayette	37 50	13 50	51 00	16	..	16	1675	..	1675	4526	3706	2037	2628	923	1556	619	1458	328	224	70	70
Lauderdale	93 00	113 00	206 00	6	3	9	384	470	854	5778	6165	2789	4678	2458	3452	2443	2361	2443	1696	405	440
Lawrence	28 00	24 00	52 00	27	4	31	770	88	858	2680	2546	1036	1691	441	600	236	324	172	109	136	102
Leake	53 50	27 00	80 50	3	..	3	146	...	146	4020	2740	1332	2144	172	955	108	803	216	62	38	53
Lee	50 50	42 00	92 50	12	..	12	417	...	417	2679	2387	1201	2097	775	1058	1626	965	284	142	136	136
Leflore	10 50	55 00	65 50	..	..	..	..	..	...	2923	3894	969	1316	395	498	253	295	75	12	25	16
Lincoln	22 00	18 50	40 50	11		11	370	....	370	4364	4468	2190	2367	941	720	804	726	300	129	206	210
Lowndes	55 00	85 50	140 50	..	1	1	..	100	100	4417	5127	1698	3258	720	1312	444	891	342	72	213	79
Madison	25 50	50 50	76 00	2	..	2	125	...	125	4819	5769	2474	5754	1029	1678	460	1113	361	163	183	203
Marion	31 50	16 00	47 50	5	..	5	382	...	382	2231	2063	835	1341	389	507	482	613	127	43	30	20
Marshall	46 50	63 00	109 50	4	1	5	250	200	450	5004	5203	2304	3678	1233	2063	641	1135	327	170	137	90

TABLE VI—CONTINUED.

COUNTIES.	Amount Collected for Institutes, from			Private Schools.						Number Pupils Studying Each Branch.											
				No. of Schools			No Pupils Enrolled.														
	White.	Colored.	Total.	White.	Colored.	Total	White.	Colored.	Total.	Spelling.	Reading.	Geography.	Arithmetic.	Mental Arithmetic.	Grammar.	Composition.	U. S. History.	Physiology.	Natural Philosophy.	History of Mississippi.	Civil Government.
Monroe	$ 67 00	$ 88 50	$ 155 50	1	..	1	63	...	63	5466	6227	2911	4149	1799	2250	1104	1731	398	114	76	84
Montgomery	34 00	54 00	88 00	24	6	30	350	120	470	3541	3096	1155	2788	576	999	238	565	255	117	98	39
Neshoba	38 50	10 00	48 50	5	..	5	300	..	300	2745	2000	1700	863	75	900	750	685	225	200	150	75
Newton	42 00	38 00	80 00	5	..	5	525	..	525	4088	3252	1525	2284	436	1107	271	789	298	90	15	6
Noxubee	43 50	144 00	187 50	4	..	4	307	..	307	4002	4764	1326	3336	1241	889	937	1034	360	120	83	73
Oktibbeha	23 50	26 50	50 00	4	..	4	200	...	200	3317	3009	1277	1809	684	907	347	772	246	66	126	121
Panola	56 00	95 00	151 00	9	.	9	375	..	375	6378	6827	3170	5611	2689	2845	1034	1966	654	166	49	34
Pearl River	8 00	1 00	9 00	1	..	1	50	..	50	825	764	307	531	171	230	28	280	53	15	23	3
Perry	17 50	3 50	21 00	..	..	.	.	....	...	1596	1560	900	1016	446	443	429	425	213	62	6	30
Pike	48 00	32 00	80 00	6	1	7	225	40	265	5391	5178	2396	3934	807	2210	658	1364	417	173	163	155
Pontotoc	73 00	28 00	101 00	8	.	8	822	...	822	3563	3908	1550	2550	1286	1279	343	1039	227	128	103	83
Prentiss	60 00	19 50	79 50	6	..	6	625	...	625	3295	2746	994	1529	1098	763	527	518	176	73	55	84
Quitman	2 50	6 00	8 50	1	..	1	10	...	10	469	456	217	270	17	145	31	107	11	4	16	17
Rankin	31 50	35 00	66 50	13	.	13	257	..	257	4606	4354	1744	3369	609	711	468	629	202	72	40	6
Scott	57 20	53 50	110 70	5	..	5	162	...	162	3000	2889	1227	1596	722	675	436	500	184	59	19	11

Sharkey..........	$ 14 50	$ 60 50	$ 75 00	..	..	..	...	...	....	1684	1861	729	1147	662	415	251	217	71	9	87	17
Simpson..	17 00	12 00	29 00	3	..	3	150	...	150	1880	1368	674	1046	65	337	49	282	35	28	20	25
Smith..........	34 00	11 00	45 00	.	..	..	...	...	...	2695	2285	810	1380	152	555	115	414	100	50	52	36
Sunflower.... ...	13 00	4 50	17 50	..	..	..	...	...	...	2200	2144	1165	1272	388	454	285	60	60	11	42	31
Tallahatchie.....	(*b*) 32 75	19 25	52 00	9	..	9	272	...	272	4199	3701	2001	2172	604	1458	812	1177	571	318	17	7
Tate	36 50	47 00	83 50	10	..	10	363	...	363	3903	3993	1657	2961	1024	2277	593	930	397	112	100	63
Tippah	52 50	10 00	62 50	3	..	3	581	...	581	2911	2244	718	1519	432	688	199	466	178	117	58	74
Tishomingo.......	45 00	5 00	50 00	3	..	3	399	...	399	2125	1632	503	845	234	314	96	312	110	34	...	....
Tunica	5 00	21 00	26 00	..	..	..	...	...	....	1129	1780	593	1004	375	328	75	143	23	5	16	....
Union..........	41 50	18 50	60 00	8	..	8	420	...	420	3559	2865	1634	2063	498	967	212	785	196	87	90	49
Warren	41 00	49 00	90 00	5	2	7	500	200	700	4817	6262	2325	4086	1272	1439	985	797	107	41	218	33
Washington	13 00	42 25	55 25	6	2	8	135	160	295	6407	6501	2863	3226	1693	1546	631	900	311	164	28	28
Wayne..........	27 00	9 50	36 50	5	2	7	320	36	356	1981	1460	329	1206	186	312	164	469	41	32	12	9
Webster.....	60 50	26 00	86 50	3	..	3	125	...	125	2785	2131	968	1698	554	783	294	507	180	81	30	27
Wilkinson.......	20 00	50 00	70 00	1	..	1	64	...	64	2647	2927	1534	1977	840	955	496	458	175	61	204	204
Winston..... ...	53 50	22 00	75 50	2	..	2	297	...	297	3004	2603	1189	1586	564	782	241	772	199	127	95	85
Yalobusha.......	25 00	25 00	50 00	8	2	10	150	50	200	2850	2141	1262	1934	750	1116	1300	1052	386	240	100	30
Yazoo	45 50	88 00	133 50	12	2	14	576	99	675	6153	7223	3221	3879	2576	2489	1436	1359	436	104	185	144

(*b*) July 10, 1893, Superintendent H. M. Morrison reported $52 Institute fund on hand. It is here divided proportionately between the two races.

TABLE VII.

COUNTIES	Total Receipts.	Total Disbursem'ts.	Balance Forward.	Receipts from Polls.	Receipts from Polls Since June.	Rec'pts from County Levy.	Receipts from City Levy.	Salary of County Superintendents	Total Assessed Valuation of Property — Real and Personal, 1893.	Population, U. S. Census 1890.		Unpaid Warrants.
										White.	Colored.	
Adams....	$35,328 74	$22,799 38	$12,529 36	$3484 00	$ 22 00	$ 1048 47	$ 6180 51	$797 75	$4,906,118	6054	19,973	....
Alcorn ...	15,204 32	12,537 83	2666 49	3057 44	.....	....	886 27	570 07	1,736,646	9543	3571	52 50
Amite....	12,198 79	11,257 85	940 94	4380 52	38 80	....	....	460 00	2,472,025	7509	10,680	....
Attala ...	21,852 03	18,377 30	3474 73	4967 37	30 05	....	1793 99	450 00	2,248,520	12,666	9523	....
Benton....	10,924 06	10,756 46	167 60	2173 06	11 64	(*a*) 669 95	....	510 00	936,542	5578	5007	....
Bolivar...	23,821 43	21,924 27	1897 16	2409 53	......	1434 95	....	799 92	4,061,436	3230	26,734	....
Calhoun..	20,841 50	18,861 81	1979 69	2991 76	......	(*a*) 6762 49	....	294 75	965,625	11,188	3500	....
Carroll....	16,914 67	16,669 74	244 93	4002 65	......	....	....	550 00	2,324,264	8075	10,698	....
Chickas'w	21,781 30	19,354 05	2427 25	3179 66	....	(*a*) 3849 00	1272 36	463 50	1,729,741	8455	11,436	2708 55
Choctaw .	8929 44	8376 32	553 12	3076 84	31 04	....	....	295 45	821,690	8130	2717	15 00
Claiborne.	19,681 67	19,646 62	35 05	4114 52	40 74	1276 00	1262 58	616 60	2,830,178	3419	11,095	12 00
Clarke.. .	12,487 53	12,008 40	479 13	3604 10	....	....	1112 98	500 00	2,110,038	7617	8106	....
Clay.....	21,641 02	21,637 53	3 49	2490 96	67 90	....	3148 38	574 95	2,363,390	5552	13,054	104 35
Coahoma.	15,746 22	12,774 71	2971 51	2007 90	......	....	....	866 70	3,930,137	2162	16,161	....
Copiah...	41,336 18	37,922 82	3413 36	5777 88	....	....	7235 38	701 50	4,828,781	14,602	15,630	....
Covingt'n	9286 32	6740 43	2545 89	2398 84	53 38	....	....	200 00	709,782	5305	2984	....
DeSoto ..	18,550 01	16,213 42	2336 59	4002 22	50 44	....	....	529 50	2.755,698	6862	17,319	252 60

Franklin..	$ 7955 50	$ 7851 95	$ 104 01	$2359 04	$ 58 19	$(*a*) 392 08	....	$355 25	$ 1,120,643	5454	4964	$ 269 33
Greene ...	5039 05	3771 58	1267 47	587 83	217 00	1770 99	....	150 00	694,025	2923	945	....
Grenada..	19,256 22	16,834 71	2421 51	2553 04	......	....	2725 45	599 96	2,188,721	3950	11,024	....
Hancock.	9334 00	8604 10	729 90	1957 46	87 30	....	....	329 44	2,064,850	5758	2526	....
Harrison..	11,591 26	9176 76	2414 50	2256 85	54 32	37 20	942 72	457 24	2,765,627	9108	3370	....
Hinds....	55,802 04	41,518 48	14,283 56	7859 99	349 20	4474 18	8076 64	800 00	8,211,772	10,685	28,557	....
Holmes..	27,392 51	24,021 10	3371 41	5137 14	211 46	....	1681 95	858 33	4,722,219	6980	23,988	....
Issaquena	10,455 09	5980 12	4474 97	1280 40	....	....	....	525 00	1,474,796	692	11,623	....
Itawamba	14,943 70	12,536 59	2407 11	3248 12	1 94	(*a*) 715 49	....	350 00	871,110	10,695	1013	....
Jackson..	11,467 02	8195 08	3271 94	2407 54	85 36	....	....	526 98	2,212,195	7810	3440	....
Jasper ...	11,925 26	11,098 39	826 87	3613 15	4 75	....	....	409 73	1,370,047	7318	7288	210 95
Jefferson..	19,421 94	15,843 72	3578 22	4656 00	5 82	....	....	650 00	2,200,429	3542	15,403	....
Jones	8187 91	5941 51	2246 40	2399 57	44 62	....	1071 05	494 60	1,901,934	7027	1295	....
Kemper..	14,709 27	14,692 27	17 00	4437 72	....	....	....	468 00	1,775,969	7845	10,084	....
Lafayette.	31,184 64	21,597 36	9587 28	5000 97	....	....	2242 14	600 00	2,517,651	11,595	8958	....
Laud'd'le.	49,260 76	44,735 73	4525 03	6713 05	....	(*a*) 6713 05	10,559 07	750 00	8,162,075	14,509	15,134	....
Lawrence	10,209 33	9522 35	686 98	3326 78	55 86	....	....	420 00	1,239,132	6236	6082	....
Leake....	10,986 52	10,306 99	679 53	3270 74	....	....	....	400 00	1,091,806	9325	5043	....
Lee......	22,599 59	18,985 27	3614 32	4084 52	......	....	....	700 00	2,742,216	12,341	7699	....
Leflore ..	13,641 98	12,922 32	719 66	2688 66	......	....	2384 86	480 00	3,340,638	2450	14,417	....
Lincoln ..	16,681 12	16,070 37	610 75	4098 23	9 47	....	2309 56	504 75	2,034,414	10,216	7696	....
Lowndes.	25,441 10	23,592 64	1848 46	3076 90	274 34	....	....	600 00	4,373,376	5940	21,105	....
Madison .	28,143 57	25,637 21	2506 36	4756 66	345 32	2972 81	1654 38	791 69	3,947,038	6024	21,297	....
Marion...	10,811 09	8871 20	1939 89	3062 86	44 62	....	....	453 50	1,707,714	6478	3054	....
Marshall..	35,812 85	23,077 40	12,735 45	4758 96	28 50	....	1823 87	858 22	3,439,163	9533	16,508	....

TABLE VII.—CONTINUED.

COUNTIES	Total Receipts.	Total Disbursements	Balance Forward.	Receipts from Polls.	Receipts from Polls Since June.	Receipts from County Levy.	Receipts from City Levy.	Salary of County Superintendent.	Total Assessed Valuation of Property, Real and Personal—1893.	Population—U. S. Census. 1890.		Unpaid Warrants.
										White.	Colored.	
Monroe...	$31,578 99	$28,181 50	$ 3397 49	$4302 92	$251 11	$.........	$ 2700 00	$783 23	$ 3,880,040	11,930	18,792	$.......
Mont'gr'y	11,331 22	9579 99	1751 23	3454 43	30 27	(a) 161 56	1275 15	408 00	2,063,180	7372	7085	....
Neshoba..	7829 85	7829 85	... .	2740 79	....	....	....	300 00	753,783	8320	2175	....
Newton .	14,914 66	12,109 27	2805 39	4069 80	......	....	459 13	400 00	1,963,487	10,082	6192	88 00
Noxubee.	24,643 11	20,691 96	3951 15	3539 12	71 20	....	3334 05	804 00	3,560,109	4615	22,723	141 00
Okti'beha	14,823 44	12,039 55	2783 89	2722 47	298 61	....	1065 10	677 77	1,437,388	5585	12,109	759 84
Panola ..	34,773 69	26,619 16	8154 53	5695 02	....	2058 50	1662 82	800 00	4,231,017	9064	17,913	.. ....
Pearl Riv	5897 24	3998 63	1898 61	1124 38	28 33	....	701 32	252 32	1,416,980	2298	659	320 27
Perry ...	6828 03	6549 27	278 76	2020 08	88 94	....	981 15	349 50	1,715,472	4569	1887	200 00
Pike	24,980 21	21,636 06	3344 15	5285 61	10 00	....	1040 23	552 71	3,147,038	10,531	10,672	885 33
Pontotoc.	16,373 50	14,696 80	1676 70	3860 27	....	(a) 833 03	467 36	560 00	1,191,191	10,529	4411	....
Prentiss..	12,017 53	10,873 73	1143 80	3346 20	19 11	....	....	460 92	1,455,421	10,767	2912	....
Quitman..	2692 00	2265 28	426 72	571 90	.. ..	....	....	195 45	660,840	888	2397	....
Rankin ..	15,839 87	15,325 73	514 14	4586 12	85 32	....	969 95	480 00	2,202,186	7454	10,467	....
Scott	11,165 36	10,365 75	799 61	3121 46	....	....	....	441 61	1,353,683	6917	4700	97 31
Sharkey..	14,175 02	12,805 59	1369 43	1578 48	155 20	....	....	700 00	1,738,819	1225	7135	....
Simpson .	9336 37	9005 09	331 28	2783 65	....	(a)1178 32	....	300 00	829,333	6164	3974	504 50

Smith	9147 85	8197 45	950 40	2800 60	176 70	413 53	....	323 50	1,075,008	8889	1746	... .
Sunflower	13,197 99	10,804 33	2393 66	2163 34	211 40	....	....	385 00	2,073,832	2505	6875	109 75
Talla'hie..	13,322 38	12,270 31	1052 07	2407 02	....	....	....	420 00	2,301,744	4974	9387	....
Tate	19,765 76	14,549 63	5216 13	4404 77	177 51	....	....	581 90	2,619,784	8398	10,853	....
Tippah...	14,439 28	11,624 60	2814 68	2740 90	....	(*a*) 1831 64	....	688 59	1,074,763	9981	2970	2000 00
Tish'm'go	13,790 05	13,311 51	478 54	2072 90	......	(*a*) 3787 03	781 38	324 52	1,146.341	8289	1013	2696 80
Tunica ...	13,193 12	9730 22	3462 90	2114 62	129 98	....	.. ..	330 00	1,631,957	1218	10,936	385 00
Union ...	16,397 99	14,881 09	1516 90	3978 94	21 34	2674 08	....	533 99	2,167,280	11,569	4037	198 79
Warren ...	53,779 73	40,410 25	13,369 48	4093 29	310 40	....	....	799 93	7,687,334	8643	24,516	294 10
Wash'gt'n	43,982 93	35,927 54	8055 39	3437 55	139 55	5057 63	22,353 32	800 00	6,555,225	4669	35,703	....
Wayne...	8138 82	7211 24	927 58	2359 04	289 06	....	1,671 25	302 90	1,492,012	5769	4041	127 30
Webster..	14,843 74	14,526 41	317 33	2991 31	32 98	(*a*) 3451 71	823 05	300 00	1,100,593	9034	3026	....
Wilkinson	15,024 57	15,021 50	3 07	3945 96	....	....	....	721 66	2,194,834	3864	13,727	....
Winston..	9620 00	9157 98	462 02	2667 50	....	....	....	300 00	853,035	6977	5072	....
Yalobus'a	27,494 19	26,549 38	944 81	2981 74	1 91	(*a*) 7189 78	6,273 92	417 80	2,284,153	7618	9011	1,974 50
Yazoo....	38,810 10	34,853 83	3956 27	5572 60	476 24	5572 60	3,854 54	866 57	5,983 339	8515	27,873	30 00

TABLE VIII.

COUNTIES.	1891–'2.						1892–'3.						Amount of Township Fund Held.	Receipts from Township Fund.	No Acres of 16th Section Land Held by the Townships.	State Distribution to County and Separate School Districts therein.
	Country Schools.			Country and City Combined.			Country Schools.			Country and City Combined.						
	Am't Expended for			Am't exp'ded for			Am't expended for			Am't expended for						
	Each educable Child.	Each Enrolled.	Each in average attendance.	Each educable Child.	Each Enrolled.	Each in average attendance.	Each educable Child.	Each Enrolled.	Each in average attendance.	Each educable Child.	Each Enrolled	Each in average attendance.				
Adams ...	$1 40	$3 10	$ 5 52	$2 27	$5 09	$8 52	$1 65	$3 23	$ 5 94	$2 38	$ 4 92	$ 8 35	....	....	......	$17,145 86
Alcorn ...	2 45	3 21	6 24	3 13	4 40	8 25	2 22	3 22	6 78	2 46	3 52	7 42	....	....	.....	9191 39
Amite	2 12	2 78	4 52	.....	......	.. .	1 73	2 19	3 55	.....	....	.....	$ 274 48	$ 150 09	......	11,549 39
Attala	1 44	1 82	3 98	1 89	2 18	4 75	1 57	2 06	3 71	1 77	2 37	4 22	....	327 05	......	17,299 14
Benton	2 11	3 28	5 97	.....	... .	.....	2 25	3 45	6 37	.....	....	......	....	....	... ..	7984 77
Bolivar . .	1 52	2 78	6 78	.....	.....	.....	2 93	4 09	7 80	.....	.....	.....	5668 55	168 31	......	19.386 23
Calhoun ...	2 10	2 33	4 31	.....	.....	.....	1 84	2 23	4 18	.....	......	......	....	....	......	11,052 13
Carroll.....	1 66	2 38	4 13	....	.....	.....	2 05	2 52	4 60	.....	......	......	5758 38	....	......	14,226 43
Chickasaw.	1 20	1 53	2 50	2 37	3 02	5 25	1 59	2 22	3 63	2 82	3 58	5 77	....	....	......	13,488 55
Choctaw ..	2 84	3 70	3 82	.....	.....	.....	1 82	2 46	3 57	.....	......	......	....	....	......	8200 43
Claiborne ..	1 87	3 52	7 73	2 11	3 95	8 50	2 28	3 83	9 06	2 53	4 26	9 68	160 95	156 00	640	13,957 30
Clarke ...	1 67	2 45	6 92	2 28	3 12	5 70	1 48	2 02	5 25	1 65	2 23	3 50	45 40	....	2664	10,524 56

Clay.......	$2 36	$3 92	$ 6 87	$5 58	$7 95	13 29	$2 21	$3 52	$ 5 48	$2 93	$ 4 64	$ 7 10	....	....	.....	$ 13,666 78
Coahoma ..	1 50	2 73	5 34	1 84	3 29	6 43	1 43	2 47	4 45	1 82	3 02	5 52	....	....	.....	12,576 00
Copiah	1 54	1 93	4 81	1 63	2 64	6 12	2 21	3 11	5 18	3 24	4 63	7 36	1489 85	... .	.....	21,002 79
Covington..	2 23	2 88	4 48	.....	......	.....	1 91	2 58	4 36	.....	.....	......	3139 98	267 98	1440	6296 90
DeSoto......	2 34	2 96	6 31	....	......	....	1 88	3 01	5 98	.....	.....	.....	... .	....	......	15 333 25
Franklin ...	2 35	3 46	5 62	....	......	....	1 94	2 78	4 99	.....	.....	......	2313 74	253 15	3200	7188 06
Greene.....	2 33	3 72	4 96	....	....	.....	2 15	2 53	3 08	.....	......	......	....	....	......	2819 60
Grenada....	1 98	3 52	6 31	2 82	4 86	8 66	2 15	2 88	5 26	3 29	4 45	8 14	7303 00	305 00	......	10,119 98
Hancock....	2 32	4 31	7 07	2 18	4 49	7 46	1 14	4 29	5 33	.....	......	......	378 59	53 47	2560	6168 58
Harrison....	4 33	5 95	9 33	3 28	6 17	9 97	1 35	2 67	3 90	1 53	3 75	6 01	11,400 24	847 74	......	8792 15
Hinds......	1 61	2 65	4 55	1 84	3 10	5 26	1 63	2 74	4 82	2 43	3 99	6 91	7300 00	1845 80	... ..	31,060 39
Holmes ...	1 97	2 60	4 60	2 17	2 91	5 10	1 43	2 06	3 51	1 64	2 41	4 09	14,094 48	1253 80	1280	21,451 93
Issaquena..	2 34	3 39	7 13	....	......	....	1 44	2 53	3 65	.....	......	......	1919 30	621 00	......	7134 60
Itawamba...	2 30	2 74	5 20	....	....	.....	.....	......	......	......	......	.....	....	110 82	......	8989 99
Jackson.....	2 19	4 17	6 39	.....	....	....	1 80	3 90	6 47	.....	......	.....	....	....	... ..	8073 88
Jasper......	1 87	1 92	3 30	....	......	....	1 67	2 39	3 75	.....	......	......	....	....	......	10,845 38
Jefferson....	2 28	5 25	7 51	.....	....	.....	2 12	4 57	6 46	.....	... ..	......	11,801 15	550 22	......	12,919 99
Jones	1 98	2 52	4 42	.....	.....	.....	1 11	1 67	2 48	1 64	2 13	3 69	....	....	. ....	6430 59
Kemper....	1 55	2 26	3 50	....	....	....	.....	......	......	......	......	......	....	....	......	14,016 10
Lafayette...	2 68	3 28	5 64	3 04	3 72	6 29	1 93	2 47	3 60	2 29	2 94	4 20	....	....	......	14,185 44
Lauderdale.	1 55	2 71	4 29	3 57	6 23	9 81	1 61	2 24	3 72	4 10	7 03	9 22	....	....	......	21,457 28
Lawrence...	1 63	2 25	3 83	.....	......	.....	1 79	2 93	5 34	.....	......	......	1099 68	94 64	600	9471 20
Leake......	2 15	2 80	4 79	....	......	.....	1 74	2 33	4 15	.....	......	......	2543 25	160 50	600	10,556 65
Lee.........	2 05	2 98	5 55	2 39	3 49	6 24	2 14	3 41	6 43	2 41	3 74	6 94	....	....	......	14,563 29
Leflore.....	3 44	5 02	8 88	.....	......	.....	2 20	3 01	5 04	.....	......	......	6021 50	733 10	......	10,560 20
Lincoln....	1 50	2 01	3 51	.....	......	.....	1 52	1 88	3 95	2 01	2 38	4 76	903 41	127 33	......	12,501 15
Lowndes....	1 72	3 11	5 84	2 54	4 37	7 95	1 67	3 14	5 78	2 07	3 93	6 93	3110 31	2518 56	......	20,334 40

TABLE VIII.—CONTINUED.

COUNTIES.	1891–'2.						1892–'3.						Amount of Township Fund Held.	Receipts from Township Fund.	No Acres of 16th Section Land Held by the Townships.	State Distribution to County and Separate School Districts therein.
	Country Schools.			Country and City Combined.			Country Schools.			Country and City Combined.						
	Am't expended for			Am't exp'ded for			Am't expended for			Am't expended for						
	Each Educable Child.	Each Enrolled.	Each in average attendance.	Each Educable Child.	Each Enrolled.	Each in average attendance.	Each Educable Child.	Each Enrolled.	Each in average attendance.	Each Educable Child.	Each Enrolled.	Each in average attendance.				
Madison....	$2 31	$3 05	$ 6 14	$2 45	$3 87	$7 95	$1 84	$2 86	$ 5 81	$2 00	$ 3 03	$ 5 91	$ 8500 79	$1508 93	.....	$18,231 29
Marion......	1 94	2 93	4 92	....	....	....	1 86	2 36	4 06	.....	....	.....	9049 45	2375 58	1440	7325 30
Marshall	1 97	3 16	5 92	2 14	3 43	6 45	1 77	1 89	6 29	2 11	7 14	7 38	....	....	......	19,469 99
Monroe......	1 82	2 82	5 11	2 46	3 69	6 53	1 94	2 99	5 36	2 18	3 41	6 07	517 16	85 31	......	21,936 73
Montgom'ry..	2 00	2 83	4 39	.....	.....	.....	1 72	1 95	3 14	....	....	....	338 95	15 00	.....	8576 49
Neshoba.....	1 28	2 10	3 80	....	....	....	....	....	.....	....	....	....	1000 00	90 45	.....	7665 73
Newton.....	1 91	2 70	4 95	....	......	....	1 80	2 26	3 99	.....	.....	.....	1954 02	195 40	320	11,392 55
Noxubee....	1 65	2 96	5 14	1 91	3 39	5 56	1 51	2 69	4 53	1 84	3 29	5 47	....	....	......	19,961 92
Oktibbeha...	2 44	3 39	5 22	2 92	3 72	5 61	1 25	2 33	3 55	1 37	2 53	3 89	....	....	......	12,898 60
Panola	2 44	2 99	6 03	2 66	3 30	6 61	2 28	2 85	5 64	2 48	3 15	6 13	....	....	.....	19,102 84
Pearl River..	3 50	5 46	7 96	....	....	.....	81	1 64	2 50	....	....	... ..	3526 10	....	5120	2783 97
Perry	3 50	4 85	8 40	.....	......	.....	.....	......	......	......	....	... ..	....	....	......	4799 77

Pike........	$2 18	$2 83	$ 4 30	$2 48	$4 44	$8 67	$1 67	$2 29	$ 3 71	$2 13	$ 2 90	$ 4 75	$..........	$........	......	$15.949 93
Pontotoc	2 15	2 65	4 95	....	.....	....	1 94	2 58	4 80	2 09	2 73	5 03	....	....	.....	11,116 29
Prentiss......	2 17	2 56	5 35	....	.....	.....	1 87	2 60	5 55	....	.....	.....	....	....	......	9298 33
Quitman....	3 93	5 06	6 77	.....	....	....	1 54	2 63	5 45	.....	......	......	....	....	5120	2163 73
Rankin......	2 26	3 17	5 59	2 41	3 36	5 87	2 18	2 76	4 66	2 26	2 68	4 94	4288 69	254 18	......	13,262 20
Scott.........	1 73	2 24	3 64	....	....	....	1 62	2 44	3 99	....	.....	.....	....	....	1040	9829 46
Sharkey......	2 60	4 62	8 84	.....	.....	.....	1 40	4 38	9 00	....	......	.....	1500 00	1243 88	7596	7298 58
Simpson.	1 12	1 49	2 28	.....	....	....	1 56	2 09	3 53	....	.....	.....	1794 80	179 42	1180	7769 10
Smith	1 85	2 55	4 25	.....	....	....	.....	....	......	.....	......	.....	1967 31	261 49	480	8066 75
Sunflower....	2 92	4 95	9 80	....	....	....	....	....	......	....	.....	.....	12,572 00	1210 58	8960	6428 80
Tallahatchie .	2 08	2 63	6 63	.....	....	....	2 33	2 95	4 73	.....	......	......	16,338 86	1637 47	3200	10,244 75
Tate.........	2 50	2 87	5 34	2 92	3 33	6 25	2 03	2 85	5 73	....	......	......	....	....	......	14,634 58
Tippah.......	2 41	4 40	5 30	....	....	....	2 36	2 51	5 09	....	.....	.....	....	208 00	......	9009 60
Tishomingo .	2 14	3 00	5 63	.....	....	.....	2 23	3 22	7 20	2 61	3 33	9 01	....	....	.....	6188 19
Tunica.......	1 80	2 99	4 85	.....	....	....	1 74	3 45	6 95	.....	.....	.....	....	....	.....	7020 53
Union	1 73	2 34	4 24	.....	.....	....	2 23	3 07	6 10	....	.....	......	....	358 12	......	10,740 22
Warren.. ...	2 22	3 78	4 28	3 05	5 33	7 64	2 11	2 80	4 06	.. .	.....	.....	8510 30	704 81	640	20,255 99
Washington .	1 03	2 90	4 59	1 78	3 72	5 60	2 17	4 60	13 00	2 60	5 10	13 25	4644 45	2213 00	12,480	27,682 90
Wayne	1 82	2 35	3 10	.....	.....	....	1 86	2 28	4 07	....	......	......	4297 40	303 20	.....	6917 16
Webster	1 89	2 51	3 70	.....	.....	....	1 63	1 89	4 17	.....	......	......	98 30	....	......	8783 24
Wilkinson ..	1 79	3 58	4 50	....	.....	.....	1 89	3 52	4 65	.....	......	......	....	....	3840	14,203 26
Winston.....	1 38	1 69	3 74	.....	....	....	.....	......	......	.....	......	......	....	....	......	8801 07
Yalobusha...	3 95	8 60	11 46	4 13	8 25	10 50	3 47	7 57	9 56	11 25	14 20	15 33	... .	....	.....	11,576 13
Yazoo.......	1 96	3 23	6 02	2 54	4 27	7 74	2 26	2 88	5 82	2 62	4 40	6 81	....	....	3370	26,091 29

FINANCIAL REPORTS OF COUNTY SUPERINTENDENTS.

(The amount paid by county for pupils attending separate school districts is deducted from the State distribution in the Superintendent's reports of 1892–'3)

RECEIPTS.

	Adams.	Alcorn.	Amite.	Attala.	Benton.	Bolivar.	Calhoun	Carroll.	Chickasaw.
Bal. brought for'd last year	$ 9916 95	$ 2758 64	$ 524 11	$ 1040 14	$ 42 69	$ 1228 52	$ 195 44	$ 1343 95	$ 10 61
State Distribution	13,710 86	5870 25	7207 66	12,041 75	5823 36	17,924 68	8060 39	10,277 45	10,090 34
Polls	3484 00	3057 44	4380 52	4967 37	2173 06	2409 53	2991 76	4002 65	3179 66
County Levy	1048 47					1434 95			
City Levy	6180 51	886 27		1792 99					1272 36
Chickasaw Fund		2123 18			2151 00		2761 42		2677 58
Sixteenth Section Fund				327 05		727 11		143 15	
Institute Fund	100 25	65 50	86 50	222 40	64 00	69 24	70 00	94 50	438 00
2 and 3 Per Cent. Fund									
Levy for Old Warrants					669 95		6762 49	49 67	3849 00
Levy for Building, (in City)									
For County Pupils (City)	173 20	221 04		328 49					218 50
Tuition Fees in City									14 00
Railroad Tax									
Land Redempttons				6 84					
Estrays								20 85	
Fines and Forfeitures	714 50	222 00						886 30	
Other Sources				1125 00		27 40		96 15	31 25
Total receipts	$35.328 74	$15,204 32	$12,198 79	$21,852 03	$10 924 06	$23,821 43	$20,841 50	$16,914 67	$21,781 30

FINANCIAL REPORTS OF COUNTY SUPERINTENDENTS—CONTINUED.

DISBURSEMENTS.

Salary Co. Sup't	797 75	470 07	460 00	450 00	510 00	799 92	$ 294 75	$ 550 00	$ 463 50
City Sup't (or Principal)	1748 20	700 00	....	1066 66	....	....	....	....	840 00
Teachers' Salaries	18,133 60	10,344 23	10,147 69	16,034 00	8994 28	20,251 55	10,962 70	15,053 35	12,955 95
Treasurer's Commissions	570 75	309 43	157 34	254 65	272 03	304 05	489 39	207 47	473 36
Fuel and Janitor	664 00	155 60	8 00	105 65	....	....	....	....	....
Rent and Repairs	116 91	59 16	....	63 77	....	....	....	....	....
Paid Township Trustees	....	....	....	....	....	(*c*) 239 80	....	115 62	....
Paid Examiners	159 00	142 50	146 50	123 50	152 50	98 70	155 75	189 00	236 25
Paid Institute Conductors	80 00	70 00	80 00	90 00	40 00	90 00	80 00	80 00	100 00
Cont'gt Institute Expenses	5 76	....	6 95	9 00	....	4 35	2 55	....	9 50
For Building	200 00	....	41 00	....	....	....	....	154 20	....
Incidentals	210 93	108 47	28 50	112 22	(*b*) 68 95	97 70	61 90	33 60	209 54
Sal'y of County Sch'l Bo'rd	21 00	15 00	30 00	45 00	30 00	21 00	45 00	39 00	65 00
On old Warrants	30 00	63 37	1 17	....	614 95	....	6769 77	247 50	3849 59
Assessor	....	....	130 00	....	73 75	....	....	....	151 36
Library	59 48	....	20 70	22 85	....	17 20	....	....	....
Total Disbursements	$ 22,799 38	$ 12,537 83	$ 11,257 85	$ 18,377 30	$ 10,756 46	$ 21,924 27	8 18,861 81	$ 16,669 74	$ 19,354 05
Balance to carry forward	12,529 36	2666 49	940 94	3474 73	167 60	1897 16	1979 69	(*d*) 244 93	(*e*) 2427 25
Deficit	....	....	....	(*a*) 1793 99	....	....	....	....	....
Amount of unpaid warrants	....	....	....	....	....	....	4500 00	....	2708 55
Amount of Building Bonds	....	....	7600 00	....	....	....	....	....	....

(*a*) Deficit in Kosciusko. (*b*) Includes $42.95 transferred to general fund, and $10.00 refunded to tax collector and $17.00 Superintendent's incidentals. (*c*) To attorney for abstracting titles.

(*d*) This balance includes $27.53 township balance.

(*e*) This balance is $59.40 too large, being the amount Okolona paid on Superintendent's salary and not reported by County Treasurer.

FINANCIAL REPORTS OF COUNTY SUPERINTENDENTS.—Continued.

RECEIPTS.

	Choctaw.	Claiborne.	Clarke.	Clay.	Coahoma.	Copiah.	Covington.	DeSoto.	Franklin.
Balance forward last year..	$ 535 14	$ 1106 42	$ 606 24	$ 212 86	$ 455 49	$ 5898 80	$ 2040 77	$ 394 78	$ 48 97
State Distribution.........	5230 81	9672 91	6543 16	10,927 34	10,361 82	14,540 29	3945 59	11,381 47	4887 21
Polls..................	3076 84	4114 52	3604 10	2490 96	2007 90	5777 88	2398 84	4002 22	2359 04
County levy.............	....	1276 00	....	....	....	....	....	1 24	....
City levy..............	....	1262 58	1112 98	3148 38	2518 23	7235 38	....	....	....
Chickasaw Fund	....	....	....	1875 84	....	....	....	2584 20	....
Sixteenth Section Fund....	....	150 00	71 07	....	....	....	452 83	....	222 20
Institute Fund...........	86 65	117 00	111 25	167 50	174 00	204 75	75 00	182 50	46 00
Two and Three pr. ct. F'nd	....	....	....	....	....	126 70	....	....	....
Spec'l levy for Old War....	....	....	....	....	....	....	....	....	392 08
For Building (in city).....	....	....	....	1925 44	....	2451 56	....	....	....
For County Pupils........	....	221 09	160 40	285 34	206 28	824 40	....	....	....
Tuition fees in city	....	....	249 18	....	22 50	1635 13	....	....	....
Railroad Tax............	....	....	....	....	....	....	....	....	....
Land Redemptions.......	....	....	....	7 80	....	....	....	3 60	....
Estrays................	....	....	....	....	....	....	....	....	....
Fines and Forfeitures.....	....	751 00	....	371 30	....	750 69	373 79	....	....
Other sources............	....	678 25	29 15	(*b*) 228 26	....	(*d*)1264 17	....	....	....
Other sources in town	....	332 90	....	....	....	626 43	....	....	....
Total receipts..........	$ 8929 44	$ 19,681 67	$ 12,487 53	$ 21,641 02	$ 15,746 22	$ 41,336 18	$ 9286 32	$ 18,550 01	$ 7955 50

FINANCIAL REPORTS OF COUNTY SUPERINTENDENTS—CONTINUED.

DISBURSEMENTS.

Salary of County Sup't...	$ 295 45	$ 616 60	$ 500 00	$ 574 95	$ 866 70	$ 701 50	$ 200 00	$ 529 50	$ 355 25
Sal. City Sup't (or principal)	....	....	600 00	1000 00	950 00	2600 00	....	....	....
Teachers' Salaries........	7448 28	18,198 75	9344 14	15,742 90	9873 40	27,727 96	5556 06	14,742 00	6560 30
Treasurer's Commissions...	209 85	435 39	257 72	367 43	149 85	462 72	189 49	355 65	195 04
Fuel and Janitor........	....	6 75	....	260 25	123 16	849 02	....	(*a*) 37 91	....
Rent and Repairs........	....	124 78	....	....	471 50	326 00	....	....	....
Paid Township Trustees...	....	....	....	....	....	....	234 59	....	120 45
Interest on Bonds........	....	....	....	1925 44	....	3920 00	....	....	....
Insurance..............	....	....	32 50	....	....	....	....	....	....
Paid Examiners..........	173 00	139 75	117 50	186 50	89 05	230 00	115 50	182 50	85 25
Paid Institute Conductors.	70 00	90 00	80 00	80 00	50 00	100 00	70 00	80 00	70 00
Cont'g Institute Expenses	50	3 00	2 50	19 50	3 00	....	....	6 00	....
For building............	....	....	715 02	61 15	....	98 10	....	....	....
Incidentals.............	5 24	31 60	347 02	241 22	180 05	(*e*) 642 02	11 20	56 85	58 12
Salary County School B'rd	45 00	....	12 00	36 00	18 00	30 00	24 00	30 00	15 00
On Old Warrants.........	129 00	....	....	1120 49	....	....	339 59	....	392 08
Assessor...............	....	....	....	....	....	235 50	....	172 06	....
Library	....	....	....	21 70	....	....	....	20 95	....
Total Disbursements....	$ 8376 32	$ 19,646 62	$ 12,008 40	$ 21,637 53	$ 12,774 71	$ 37,922 82	$ 6740 43	$ 16,213 42	$ 7851 49
Balance to carry forward..	553 12	35 05	479 13	3 49	(*f*) 2971 51	3413 36	2545 89	2336 59	104 01
Deficit................	....	4 15	....	....	....	112 16	....	....	....
Amount of unpaid warrants	15 00	12 00	....	(*c*) 206 46	....	....	....	252 60	269 33

(*a*) County Treasurer includes this in Superintendent's salary. (*b*) Includes delinquent and back taxes of 1891 and 1892. (*c*) Unpaid county and city school warrants. (*d*) Reported as donated by the county. (*e*) Includes $425 loaned to the General Fund in Hazlehurst. (*f*) This balance includes $121 of Institute Fund not reported by County Treasurer.

FINANCIAL REPORTS OF COUNTY SUPERINTENDENTS—Continued.

RECEIPTS.

	Greene.	Grenada.	Hancock.	Harrison.	Hinds.	Holmes.	Issaquena.	Itawamba.	Jackson.
Balance forward last year...	$ 389 39	$ 3301 34	$ 1919 33	$(*c*) 107 01	$ 3365 26	$ 1219 56	$ 2512 20	$ 65 76	$ 2254 98
State Distribution	2149 34	7607 68	4270 49	6539 78	22,289 16	15,962 09	5968 66	7743 76	5848 70
Polls..............................	587 83	2553 04	1957 46	2256 85	7859 99	5137 14	1280 40	3248 12	2407 54
County Levy......	1770 99			37 20	4474 18				
City Levy.....		2725 45		942 72	8076 64	1681 95			
Chickasaw Fund.......								2830 04	
Sixteenth Section Fund.. ...		337 60	54 84	1407 44	1736 92	2266 22	603 33	101 95	
Institute Fund..	16 00	105 00	24 50	108 40	564 50	202 00	90 50	67 50	27 50
Two & Three Pr. Ct. Fund									340 10
Spec'l levy for old warrants								715 49	
For Building (in city).......		1948 26	1011 90		2902 60				
For County Pupils (city)...			47 33	65 35	1314 32	883 30			
Tuition Fees in City.........					507 85	12 60			
Land Redemptions...........					42 55			1 98	
Estrays......					29 00				
Fines and Forfeitures.......	125 50	52 35			1550 10			169 10	588 20
Other Sources..................		545 50	48 15	126 51	(*b*) 1088 97	27 65			
Total Receipts.............	$ 5039 05	$ 19,256 22	$ 9334 00	$ 11,591 26	$ 58,802 04	$ 27,392 51	$ 10,455 09	$ 14,934 70	$ 11,467 02

FINANCIAL REPORTS OF COUNTY SUPERINTENDENTS.—CONTINUED.

DISBURSEMENTS.

Salary of Co. Superintend't	$ 150 00	$ 599 96	$ 329 44	$ 457 24	$ 800 00	$ 858 33	$ 525 00	$ 350 00	$ 526 98
City Supt. (or Principal)..	....	900 00	385 00	1195 00	1350 00	595 00	....	....	7101 60
Teachers' Salaries........	3416 25	11,498 60	5138 75	6209 25	34,410 22	19,226 35	5089 50	10,764 63	218 97
Treasurer's Commissions...	109 33	422 28	204 45	336 28	69 05	380 13	198 56	376 88	....
Fuel and Janitor........	....	297 23	34 75	105 95	635 88	52 50	....	....	....
Rent and Repairs........	....	205 50	175 00	16 20	316 90	193 52	....	....	....
Paid Townships..........	....	....	....	381 53	491 00	1428 17	....	....	....
Interest on Bonds........	....	2340 00	....	....	1458 00	....	....	....	....
Paid Examiners..........	10 00	205 35	54 00	155 26	202 00	279 00	20 50	178 50	117 00
Paid Institute Conductors.	40 00	95 00	40 00	80 00	110 00	80 00	40 00	25 00	75 03
Cont'g Institute Expenses.	....	....	5 85	6 50	6 90	5 10	....	2 50	....
For Building..............	15 00	....	1768 91	....	....	268 00	....	....	91 50
Incidentals	16 00	243 79	358 95	224 56	780 16	49 38	....	42 10	40 00
Sal'y of Co. School Board.	15 00	27 00	9 00	9 00	30 00	24 00	....	15 00	24 00
On old Warrants.........	....	....	100 00	....	307 79	312 02	....	681 12	....
Assessor.................	....	....	....	....	348 59	239 60	....	100 86	....
Library..................	....	....	....	....	201 99	30 00	....	....	....
Total Disbursements.....	$ 3771 58	$ 16,834 71	$ 8604 10	$ 9176 76	$ 41,518 48	$ 24,021 10	$ 5980 12	$ 12,536 59	$ 8195 08
Balance to carry forward..	1267 47	2421 51	729 90	2414 50	14,583 56	(*a*) 3371 41	4474 97	2407 11	(*e*) 3271 94
Deficit..................	....	....	....	....	(*d*) 200 29	....	....	....	....
Am't of Building Bonds...	....	....	....	....	25,600 00	....	....	....	....

(*a*) This includes $838 05 of township fund and $2176.05 county school fund. (*b*) Includes $800 for Superintendent's salary from general county fund. (*d*) Edwards (*c*) Includes $85 77, the true balance forward of Pass Christian for last year. The Treasurer reports a deficit of $14.23 and $100 loaned to the building fund of the town. The difference between these amounts is the balance, $85.77, which is here brought forward. (*e*) This report corresponds with the latest Treasurer's report.

FINANCIAL REPORTS OF COUNTY SUPERINTENDENTS.

RECEIPTS.

	Jasper.	Jefferson.	Jones.	Kemper.	Lafayette.	Laude'dale	Lawrence.	Leake.	Lee.
Bal. bro'ght for'd last year	$ 21 83	$ 3230 90	$ 585 66	....	$ 1767 17	$ 1835 64	$ 1 03	$ 396 57	$ 5084 62
State Distribution............	7236 98	8283 25	4065 73	9599 70	8720 85	14,758 29	6200 28	7210 91	10,411 26
Polls..........................	3613 15	4656 00	2399 37	4437 72	5000 97	6713 05	3326 78	3270 74	4084 52
County Levy..................	....	....	....	....	....	10,559 07	....	....	....
City Levy......................	....	....	1071 05	....	2242 14	14,179 45	....	....	....
Chickasaw Fund..............	....	....	....	....	3624 52	....	....	....	2400 74
Sixteenth Section Fund.....	....	1091 47	....	91 35	....	....	....	....	....
Institute Fund...............	80 00	164 20	48 15	87 00	50 59	261 25	52 25	108 30	108 50
2 and 3 Per Cent. Fund.....	597 13	669 66	....	....	....	....	....	....	....
Sp'l Levy for Old Warrants	....	....	....	....	....	....	598 08	....	....
For Building, (in City)......	....	....	....	....	3124 44	900 00	....	....	....
For County Pupils (in city)	....	....	....	....	(*c*) 350 71	....	....	....	120 30
Tuition Fees in City........	....	....	8 60	....	(*d*) 119 82	....	....	....	....
Land Redemptions............	187 15	....	....	....	....	....	....	....	....
Estrays.........................	....	....	....	....	....	....	30 91	....	....
Fines and Forfeitures........	159 02	49 10	....	492 50	495 75	....	....	....	306 00
Other Sources................	30 00	1277 36	9 35	....	(*a*) 5587 77	54 01	....	....	83 65
Total Receipts..............	$ 11,925 26	$ 19,421 94	$ 8187 91	$ 14.709 27	$ 31,184 64	$ 49,260 76	$ 10,209 33	$ 10,986 52	$ 22,599 59

FINANCIAL REPORTS OF COUNTY SUPERINTENDENTS.—CONTINUED.

DISBURSEMENTS.

Salary of County Supt....	$ 409 73	$ 650 00	$ 494 60	$ 468 00	$ 600 00	$ 750 00	$ 420 00	$ 400 00	$ 700 00
City Supt. (or Principal)...	....	....	805 00	....	1200 00	2181 72	....	....	800 00
Teachers' Salaries.........	9791 99	12,850 76	4479 03	....	16,665 96	27,998 44	8100 60	9272 13	16,088 97
Treasurer's Commissions...	285 07	347 96	172 98	299 22	418 77	570 11	253 12	274 65	427 51
Fuel and Janitor.........	....	....	....	....	32 57	1590 11	....	....	193 79
Rent and Repairs.........	....	....	....	....	....	1007 52	....	....	6 00
Paid Township Trustees...	....	1072 14	....	....	....	....	....	....	....
Interest on Bonds.........	....	....	....	....	2000 00	1809 00	....	....	....
Insurance.................	....	....	....	....	....	381 00	....	....	....
Paid Examiners...........	192 55	81 50	145 00	158 44	164 50	223 00	156 75	165 75	151 00
Paid Institute Conductors.	80 00	90 00	65 00	70 00	50 50	80 00	70 00	70 00	80 00
Cont'g Institute Expenses.	1 25	9 00	....	....	14 50	23 10	....	....	4 00
For Building..............	170 00	240 00	....	....	....	309 65	....	....	....
Incidentals...............	31 10	5 10	17 85	....	(*b*) 423 56	414 55	15 85	79 46	329 02
Salary of Co. School Board	15 00	24 00	30 00	36 00	27 00	45 00	12 00	45 00	15 00
On old Warrants..........	....	430 26	31 25	....	....	7275 33	494 03	....	....
Assessor..................	121 70	....	....	....	....	....	....	....	163 42
Library...................	....	43 00	....	....	....	77 20	....	....	26 56
Total Disbursements....	$ 11,098 39	$ 15,843 72	$ 5941 51	$ 14,692 27	$ 21,597 36	$ 44,735 73	$ 9522 35	$ 10,306 99	$ 18,985 27
Balance to carry forward...	826 87	3578 22	2246 40	(*f*) 17 00	9587 28	(*e*) 4525 03	686 98	679 53	3614 32
Am't of unpaid warrants...	210 95	....	29 80	....	....	....	....	....	....
Am't of Building Bonds...	....	....	8000 00	....	9000 00	....	....	....	....

(*a*) Includes $5543.62 from Ex-Treasurer Hall's bondsmen and $44.15 from line schools. (*b*) Includes $138.29 polls refunded. (*c*) This is the amount given by the county Treasurer. (*d*) This item was reduced to make the two Treasurers' reports agree. The city Treasurer did not have the exact amounts of tuition fees separated from the amount paid by the county for county pupils. The sum here given is what he reports. (*e*) This balance is $62.50 larger than the Treasurers' reports show, because they report $812 50 paid on Superintendent's salary. (*f*) Superintendent reports $17 more paid on salaries.

FINANCIAL REPORTS OF COUNTY SUPERINTENDENTS. CONTINUED.

RECEIPTS.

	Leflore.	Lincoln.	Lowndes.	Madison.	Marion.	Marshall.	Monroe.	Montgomery.	Neshoba.
Balance forward last year..	$ 34 25	$ 909 53	$ 693 86	$ 2155 51	$ 603 68	$ 9894 83	$ 964 99	$ 107 98	$ 97 28
State Distribution.........	7961 43	8229 68	17,239 74	13.379 81	4307 06	13,834 70	17,638 96	5162 09	4836 58
Polls	2688 86	4098 23	3076 90	4756 66	3062 86	4758 96	4302 92	3454 43	2740 79
County levy..............	....	....	....	2972 81	....	....	....	....	....
City levy................	2384 86	2309 56	....	1654 38	....	1823 87	2700 00	1275 15	....
Chickasaw Fund.........	....	....	....	....	....	3705 78	2057 14	....	....
Sixteenth Section Fund....	507 08	38 00	2518 55	1406 50	2047 91	....	31 02	57 79	85 00
Institute Fund............	65 50	40 50	158 30	76 00	86 50	345 25	138 00	193 00	70 20
Two and Three pr. ct. F'nd	....	....	....	....	....	....	....	425 72	....
Special levy for Old War'ts	....	....	....	....	....	16 71	....	161 56	....
For Building (in city).....	....	770 77	....	....	....	....	1500 00	....	....
For County Pupils........	....	114 00	252 50	543 20	....	352 85	245 96	....	....
Tuition fees in city........	....	146 10	1 25	....	....	....	....	....	....
Railroad Tax.............	....	....	1500 00	....	....	....	....	....	....
Land Redemptions.......	....	....	....	....	....	....	....	....	....
Estrays..................	....	....	....	23 20	11 50	....	....	....	....
Fines and Forfeitures......	....	....	....	39 50	691 48	959 05	....	493 50	....
Other sources.............	....	24 75	....	1136 00	....	120 85	2000 00	....	....
Total receipts..........	$ 13,641 98	$ 16,681 12	$ 25,441 10	$ 28,143 57	$ 10,811 09	$ 35,812 85	$ 31,578 99	$ 11,331 22	$ 7829 85

FINANCIAL REPORTS OF COUNTY SUPERINTENDENTS—CONTINUED.

DISBURSEMENTS.

Salary Co. Superintendent..	$ 480 00	$ 504 75	$ 600 00	$ 791 69	$ 453 50	$ 858 22	$ 783 23	$ 408 00	$ 300 00
City Supt. (or Principal)....	....	765 00	1249 94	1000 00	....	....	1050 00	770 00	....
Teachers' Salaries.........	*d* 10,409 50	13,384 71	19.929 25	21,568 70	6836 15	20,925 49	22,511 72	7761 07	6843 92
Treasurer's Commissions...	241 07	419 45	240 23	543 15	221 35	477 78	397 34	178 22	200 66
Fuel and Janitor..........	42 75	....	294 60	....	....	....	515 50	....	....
Rent and Repairs	260 55	....	640 83	200 00	....	....	494 11	....	....
Paid Townships..........	598 00	....	89 58	820 06	815 29	....	....	....	....
Interest on Bonds	....	735 00	....	....	....	....	....	....	....
Paid Examiners..........	151 00	123 25	242 95	148 25	107 75	168 50	255 25	172 50	164 75
Paid Institute Conductors.	30 00	70 00	100 00	45 00	40 00	40 00	90 00	(*e*) 150 00	40 00
Contg't Institute Expenses.	....	9 49	5 19	1 00	15 75	....	10 00	2 65	....
For Building............	....	....	....	....	....	....	1500 00	50 00	218 00
Incidentals	(*f*) 498 60	13 72	148 31	(*a*) 328 78	23 72	182 64	413 30	....	32 52
Sal'y of County Sch'l Bo'd.	36 00	45 00	15 00	12 00	45 00	30 00	9 00	12 00	30 00
On old Warrants..........	....	....	....	....	312 74	96 50	122 00	....	....
Assessor	174 85	....	....	178 58	....	218 28	....	....	....
Library..............	....	....	36 76	....	....	80 00	30 05	....	....
Total Disbursements....	$12,922 32	$16,070 37	$23.592 64	$25,637 21	$ 8871 20	$23,077 41	$28,181 50	9579 99	7829 85
Balance to carry forward...	(*g*) 719 66	610 75	1848 46	2506 36	1939 89	12,735 45	(*c*) 3397 49	1751 23	....
Amount of Building Bonds.	....	10,500 00	....	....	....	....	25,000 00	....	....

(*a*) Includes $190 paid back to Trustees. (*c*) Includes $31.02 Township Fund not in Superintendent's and Treasurer's reports. (*e*) For two years. (*d*) Superintendent reports teacher's salaries in Greenwood $2510, and Greenwood's balance forward $198.85, each of which is $180 more than Treasurer reports. (*f*) Includes $90.00 Township Trustees, $2.00 paid T. L. Chapman, $170.90 costs of partition suit, $11.70 Superintendent's incidentals, $24.00 polls returned, and $200 for abstracting titles of 16th sections. See notes at end of statistics. (*g*) Superintendent reports city balance $198.38, and county balance $521.28, both of which differ from Treasurers.

FINANCIAL REPORTS OF COUNTY SUPERINTENDENTS—Continued.

RECEIPTS.

	Newton.	Noxubee.	Oktibbeha.	Panola.	Pearl Riv'r	Perry.	Pike.	Pontotoc.	Prentiss.
Bal. brought for'd last year	$ 2518 27	$(*a*)805 42	$ 54 27	$(*b*)7897 60	$ 279 62	$ 1053 44	$ 4547 74	$ 556 86	....
State Distribution	7120 60	16,187 61	10,477 68	12,678 73	1809 10	2748 36	9944 84	6896 49	5971 28
Polls..............................	4069 80	3539 12	2722 47	5695 02	1124 38	2020 08	5285 61	3860 27	3346 20
County Levy......	....	....	....	2058 60	1 84	....	....	....	....
City Levy..................... ...	459 13	3334 05	1065 10	1662 82	701 32	981 15	1040 23	467 36	....
Chickasaw Fund.....	....	....	....	3551 98	....	....	....	2691 76	2214 80
Sixteenth Section Fund.....	195 40	....	355 32	....	1462 98	....	....	368 33	386 54
Institute Fund.......	80 00	184 50	148 60	151 00	32 00	24 00	64 65	101 00	95 75
Two & Three Pr. Ct. Fund	13 96	....	....	....	....	....	....	....	....
Spec'l levy for old warrants	....	....	....	....	....	....	....	833 03	....
For Building (in city).......	....	....	....	....	280 46	....	....	....	....
For County Pupils (city)...	213 00	361 35	....	269 80	....	....	797 07	397 40	....
Tuition Fees in City...	....	69 75	....	89 50	30	....	251 96	70 00	....
Land Redemptions...........	....	....	....	....	....	....	....	....	....
Estrays..........	....	....	....	....	....	....	20 20	....	....
Fines and Forfeitures.......	214 00	....	....	....	205 24	1 00	1030 50	....	....
Other Sources............	30 50	161 38	....	(*d*) 718 64	....	....	1997 41	131 00	2 96
Total Receipts.............	$14,914 66	$24,643 11	$14,823 44	$34,773 69	$ 5897 24	$ 6828 03	$24,980 21	$16,373 50	$12,017 53

FINANCIAL REPORTS OF COUNTY SUPERINTENDENTS—CONTINUED.

DISBURSEMENTS.

Salary County Superinten't	$ 400 00	$ 804 00	$ 677 77	$ 800 00	$ 252 32	$ 349 50	$ 552 71	$ 560 00	$ 460 92
Salary City Supt. (Principal)	398 00	1000 00	....	....	510 00	357 50	2026 25	....	....
Teachers' Salaries..........	10,585 30	17,362 39	9969 12	24,659 85	1913 10	4478 93	17,040 95	12,290 62	9773 17
Treasurer's Commission......	288 77	389 46	307 16	368 28	51 27	143 46	409 41	372 87	297 78
Fuel and Janitor..........	....	37 75	97 25	85 50	1 50	27 58	246 00	50 00	....
Rent and Repairs..........	....	133 04	449 37	....	131 37	....	131 10	178 24	....
Paid Township Trustees...	166 70	....	....	....	730 98	....	....	....	....
Interest on Bonds..........	....	....	....	....	270 00	....	....	....	....
Paid Examiners..........	117 50	217 00	152 50	179 00	85 00	129 00	163 00	169 50	153 00
Paid Institute Conductors...	55 00	100 00	85 00	100 00	....	40 00	80 00	80 00	65 00
Contingent Institute Exp's	3 90	7 25	5 75	9 50	....	....	7 00	1 50	20
For Building..........	....	50 00	191 55	....	....	....	112 45	....	....
Incidentals..........	33 00	14 58	52 75	102 03	9 85	24 82	215 52	7 97	60 90
Salary County School Bo'rd	42 00	15 00	27 00	15 00	9 00	21 00	45 00	30 00	36 00
On Old Warrants..........	19 10	473 75	....	....	(*f*) 34 24	977 50	427 67	812 22	26 56
Assessor	....	....	....	300 00	....	....	179 00	124 74	....
Library	....	59 00	24 33	....	....	....	....	18 50	....
Total Disbursements...	$ 12,109 27	$ 20,691 96	$ 12,039 55	$ 26,619 16	$ 3998 63	$ 6549 27	$ 21,636 06	$ 14,696 80	$ 10,873 73
Balance to carry forward.....	2805 39	3951 15	2783 89	8154 53	(*e*) 1898 61	278 76	3344 15	1676 70	1143 80
Deficit	....	....	....	....	....	....	22 01	....	....
Amount of unpaid warrants	88 00	141 00	759 84	....	320 27	....	....	....	....
Amount of Building Bonds	....	....	....	....	4500 00	....	....	....	....

(*a*) Macon Treasurer reports $14.17 less than last year, making this balance too small by that amount. (*b*) Includes $1576.27 and $272, both of which were uncollected by Sardis in her last report. (*d*) Includes $517.65 paid Sardis for pupils erroneously enumerated. (*e*) Includes $32 belonging to Institute Fund. (*f*) Includes $31.24 to assessor.

FINANCIAL REPORTS OF COUNTY SUPERINTENDENTS.—CONTINUED.

RECEIPTS.

	Quitman.	Rankin.	Scott.	Sharkey.	Simpson.	Smith.	Sunflower.	Tallahatc'e	Tate.
Bal brought for'd last year.	$ 40 97	$ 379 07	$ 161 29	$ 3634 96	....	....	$ 1215 35	$ 1523 48	$ 1911 49
State Distribution.........	1591 83	8560 95	6808 00	5875 30	5180 60	$ 5499 40	4523 27	7928 38	10,407 32
Polls....................	571 90	4586 12	3121 46	1578 48	2783 65	2800 60	2163 34	2407 02	4404 77
County levy..............	....	....	42 84	....	....	....	....	....	....
City levy...............	....	969 95	....	....	....	....	....	....	....
Chickasaw Fund..........	457 30	....	....	....	....	....	....	16 52	2226 76
Sixteenth Section Fund....	....	580 35	490 73	2974 78	148 80	214 30	2317 70	1446 98	....
Institute Fund...........	30 00	40 00	105 50	112 00	45 00	56 50	17 50	....	84 50
Two & Three Pr. Ct. Fund	....	....	423 07	....	....	....	....	....	641 82
Spec'l levy for old warrants	....	....	....	....	1178 32	473 55	....	....	....
Co. for Co. pupils (city)....	....	200 43	....	....	....	....	....	....	....
F'm pupils (tuition fees city)	....	55 00	....	....	....	....	....	....	....
Land redemptions........	....	....	....	....	....	36 22	....	....	....
Fines and Forfeitures.....	....	468 00	....	....	....	67 28	1919 23	....	....
Other Sources...........	....	....	22 47	....	....	....	1041 60	....	89 10
Total Receipts........	$ 2692 00	$ 15,839 87	$ 11,165 36	$ 14,175 02	$ 9336 37	$ 9147 85	$ 13,197 99	$ 13,322 38	$ 19,765 76

FINANCIAL REPORTS OF COUNTY SUPERINTENDENTS—CONTINUED.

DISBURSEMENTS.

Salary Co. Superintendent.	$ 195 45	$ 480 00	$ 441 61	$ 700 00	$ 300 00	$ 323 50	$ 385 00	$ 420 00	$ 581 90
Teachers' Salaries...........	1868 50	13,944 01	8860 75	7412 25	6816 61	6828 40	8019 50	10,168 35	13,228 35
Treasurer's Commissions...	67 30	335 79	252 20	186 86	229 68	231 20	275 36	293 95	349 40
Fuel and Janitor.......	....	39 83	....	....	....	....	....	....	....
Rent and Repairs......	....	2 25	....	....	....	....	(d) 89 20	....	....
Paid Townships...............	....	222 85	112 24	2305 33	107 67	194 50	(e) 1498 25	1249 26	....
Paid Examiners.........	36 75	137 00	155 00	121 25	126 25	114.00	40 25	39 00	134 60
Paid Institute Conductors..	30 00	80 00	55 15	45 00	70 00	30 00	40 00	80 00	80 00
Contingent Institute Exp'n	3 00	....	2 40	2 40	8 45	2 85	....	....	3 33
For Building......	....	....	133 42	....	....	....	f) 240 32	....	140 00
Incidentals......	40 00	5 00	54 53	(c) 1688 00	80 38	6 25	184 35	9 75	8 10
Salary of Co. School Board	....	39 00	45 00	27 00	30 00	45 00	36 00	10 00	24 00
On Old Warrants.............	....	40 00	122 30	287 50	1148 87	421 75	85 30	....	....
Assessor........................	24 28	....	110 30	....	87 18	....	....	....	....
Library......	....	....	20 85	30 00	....	....	....	....	....
Total Disbursements......	$ 2265 28	$ 15,325 73	$ 10,365 75	$ 12,805 59	$ 9005 09	$ 8197 45	$ 10,804 33	$ 12,270 31	$ 14 549 .63
Balance to carry forward...	426 72	514 14	799 61	1369 43	331 28	950 40	2393 66	1052 07	$(b) 5216 13
Deficit...... ....:........	....	....	(a) 925 19	....	....	....	....	....	....
Amount of unpaid warants.	....	....	97 31	....	504 50	....	109 75	....	....

(a) Deficit of 1891-92 to be paid by Sheriff's bondsmen.
(b) Includes $501 82 building Two and Three per cent. fund.
(c) Fines and forfeitures transferred to general county fund.
(d) Furniture of Superintendent's office.
(e) Includes $99.90 for abstracting titles and $119.05 "Interest on Sixteenth Section loaned."
(f) Building and incidentals taken from Treasurer's report of November 21, 1893.

FINANCIAL REPORTS OF COUNTY SUPERINTENDENTS.—Continued.

RECEIPTS.

	Tippah.	Tishomtn-go.	Tunica.	Union.	Warren.	Washing-ton.	Wayne.	Webster.	Wilkinson.
Balance forward last year	$ 667 47	$ 334 27	$ 1543 74	$ 272 84	$ 5230 96	$ 3014 13	$ 245 62	$ 798 44	$ 613 52
State Distribution	6268 70	3759 02	5308 89	6782 62	16,473 10	22,775 57	4899 56	5585 45	10,288 34
Polls	2740 90	2072 90	2114 62	3978 94	4093 29	3437 55	2359 04	2991 31	3945 96
County levy					5057 63				
City levy		781 38			22,353 32	1671 25		823 05	
Chickasaw Fund	2479 62	2383 44	2299 56	2570 66				380 43	
Sixteenth Section Fund	242 45				489 38	5888 06	150 25		
Institute Fund	208 50	42 00	26 00	102 75	70 00	55 25	(*c*) 52 50	168 38	81 35
Two and Three pr. ct. F'nd		273 74						36 81	
Special levy for Old War'ts	1831 64	3787 03		2674 08				3451 71	
For Building (in city)									
For County Pupils (city)		356 27				780 00		260 80	
Tuition fees in city								44 45	
Railroad Tax									
Land Redemptions								2 91	
Estrays									
Fines and Forfeitures			1994 61			2707 75	431 85		
Other sources			5 74	16 10	12 05	3653 37		300 00	95 40
Total receipts	$ 14,439 28	$ 13,790 05	$ 13,193 12	$ 16,397 99	$ 53,779 73	$ 43,982 93	$ 8138 82	$ 14,843 74	$ 15,024 57

DISBURSEMENTS.

Salary Co. Superintendent.	$ 688 59	$ 324 52	$ 330 00	$ 533 39	$799 93	$ 800 00	$ 302 90	$300 00	$ 721 66
City Supt. (or Principal) ..	....	....	....	....	1500 00	1200 00	....	....	....
Teachers' Salaries.........	7901 68	8790 02	6870 00	10,942 35	26,603 10	27,788 09	6058 05	(*b*) 9205 15	13,280 00
Treasurer's Commissions....	343 08	296 42	287 50	323 55	166 37	254 41	197 33	343 40	357 14
Fuel and Janitor..........	....	....	....	....	1482 00	384 00	....	38 00	....
Rent and Repairs.........	....	....	359 56	....	337 58	319 00	....	8 95	....
Paid Township Fund.....	....	....	....	....	354 86	4279 50	305 15	....	....
Insurance.................	....	....	....	....	....	....	....	18 00	....
Paid Examiners..........	127 20	113 50	99 25	100 50	111 20	....	100 75	70 25	66 25
Paid Institute Conductors..	70 00	40 00	35 00	70 00	95 00	40 00	75 00	70 00	80 00
Conting't Inst'te Expenses.	7 71	95	....	....	5 00	....	4 00	1 90	1 35
For Building..............	....	70 00	766 07	....	6553 05	....	....	....	267 75
Incidentals...............	37 35	18 04	614 47	34 75	2272 66	235 33	85 46	147 26	81 97
Salary of Co. Sch'l Board...	45 00	24 00	78 00	28 50	27 00	....	21 00	45 00	6 00
On old Warrants.........	2403 99	3564 62	290 35	2595 26	102 50	627 21	61 60	4079 94	....
Assessor	....	69 44	....	245 25	....	....	....	98 56	159 38
Library.................	....	....	....	6 94	....	....	....	....	....
Total Disbursements....	$11,624 60	$13,311 51	$ 9730 22	$14,881 09	$40,410 25	$35,927 54	$ 7,211 24	$14,526 41	$15,021 50
Balance to carry forward..	2814 68	478 54	3462 90	1516 90	13,369 48	8055 39	927 58	317 33	3 07
Amount of unpaid warrants	....	2696 80	385 00	....	....	....	....	....	....
Amount of Building Bonds.	....	....	....	....	....	....	....	500 00	....

(*b*) Includes $310.25 Chickasaw Fund. (*c*) Reports $4.00 more than County Treasurer.

FINANCIAL REPORTS OF COUNTY SUPERINTENDENTS.—CONTINUED.

RECEIPTS.

	Winston.	Yalobusha.	Yazoo.
Balance brought forward last year	$ 439 13	$ 223 85	$ 1111 12
State Distribution	6133 57	8387 04	20,621 44
Polls	2667 50	2981 74	5572 60
County Levy	....	....	3854 59
City levy	....	6273 92	5601 64
Chickasaw Fund	....	1356 52	....
Sixteenth Section Fund	....	....	1343 56
Institute Fund	75 50	....	246 80
Special Levy for Old Warrants	....	7189 78	....
Special Levy for Building (in city)	....	490 06	....
From County, for County Pupils (city)	....	....	375 45
From Pupils (tuition fees in city)	....	385 80	....
Land Redemptions	21 10	....	7 17
Estrays	3 00	....	....
Fines and Forfeitures	280 20	170 50	....
Other Sources	....	35 00	(*a*) 75 75
Total Receipts	$ 9620 00	$ 27,494 19	$ 38,810 10

FINANCIAL REPORTS OF COUNTY SUPERINTENDENTS—CONTINUED.

DISBURSEMENTS.

Salary of County Superintendent	$ 300 00	$ 417 80	$ 866 57
Salary of City Superintendent (or Principal)		1125 00	1170 00
Teachers' Salaries	8220 25	15,224 50	27,611 50
Treasurer's Commissions	229 52	414 33	(*b*) 570 50
Fuel and Janitor		510 25	528 55
Rent and Repairs		451 70	196 47
Paid Township Trustees			776 72
Interest on Bonds		428 00	
Insurance		295 00	
Paid Examiners	166 50	61 25	312 00
Paid Institute Conductors	70 00		90 00
Contingent Institute Expenses	3 61		10 00
For Building			1424 25
Incidentals	61 00	521 80	692 20
Salary of County School Board	30 00	3 00	45 00
On Old Warrants	77 10	6976 75	500 00
Assessor		120 00	
Library			60 00
Total Disbursements	$ 9157 98	$ 26,549 38	$ 34,853 83
Balance to carry forward	462 02	944 81	3956 27
Amount of unpaid warrants		1974 50	673 25
Amount of Building Bonds		3500 00	

(*a*) From Crump Fund tax.
(*b*) Includes $140.34 Assessor's Commissions in Yazoo City.

REPORTS OF COUNTY TREASURERS FOR 1892-93.

RECEIPTS.

	Adams.	Alcorn.	Amite.	Attala.	Benton.	Bolivar.	Calhoun.	Carroll.	Chickasaw.
Balance	$ 9880 09	$ 2733 29	$ 129 06	$ 1001 57	$ 42 69	$ 1228 52	$	$ 1343 95	....
State Distribution	9167 49	5178 49	7207 66	11,710 61	5823 36	17,924 68	8060 39	10,277 45	9077 43
Polls	2095 00	2624 78	4380 52	4515 35	2173 06	2409 53	2991 76	4002 65	2892 54
County Levy	1221 67	....	....	....	....	1434 95	....	....	....
Chickasaw Fund	....	2123 18	....	....	2151 00	....	2761 42	....	2677 58
Township Fund	....	....	....	327 05	....	727 11	....	....	....
Institute Fund	100 25	65 50	116 24	222 40	64 00	69 24	70 00	94 50	438 00
Special tax for old warrants	....	....	1 17	....	669 95	....	6762 49	4967 00	3849 00
Two & Three Pr. Ct. Fund	....	....	364 14	....	....	....	....	....	....
Land Redemptions	....	....	....	6 84	....	....	....	....	....
Fines and Forfeitures	464 43	222 00	....	....	....	....	....	842 30	....
Other Sources	....	....	....	....	....	27 40	....	(b) 160 00	....
Total Receipts	$ 22,928 93	$ 12,947 24	$ 12,198 79	$ 17,783 82	$ 10,924 06	$ 23,821 43	$ 20,646 06	$ 16,771 52	$ 18,934 55

REPORTS OF COUNTY TREASURERS FOR 1892-'93.

DISBURSEMENTS.

Salary of County Supt	$ 514 15	$ 492 85	$ 460 00	$ 420 00	$ 517 00	$ 799 92	$ 294 75	$ 550 00	$ 463 50
Salaries of Teachers	8773 60	8677 73	10,147 69	13,034 00	8994 28	20,251 56	10,962 70	15,053 35	10,687 95
Treasurer's Commissions	299 84	255 33	157 34	236 25	272 03	304 05	489 39	207 47	473 36
Paid Township Trustees	......	......	......	......	......	239 80	......	......	......
Rent & Rep'rs Sch'l Houses	116 91	......	......	......	......	......	......	......	......
Paid to Examiners	159 00	142 50	146 50	123 50	152 50	98 70	155 75	189 00	236 25
Paid for Institute Fund	145 24	70 00	107 65	121 85	40 00	111 55	......	80 00	109 50
Paid Co. School Board	21 00	15 00	30 00	45 00	30 00	21 00	45 00	39 00	65 00
For Build'g School Houses	200 00	......	41 00	......	......	......	......	154 20	......
Incidentals	......	75 41	36 50	......	(a) 61 95	97 70	......	33 60	199 49
Paid on Old Warrants	30 00	63 37	1 17	......	614 95	......	6574 33	247 54	3849 59
Separate School District	173 20	538 94	......	328 49	......	......	......	......	511 44
Assessor	......	......	130 00	......	73 75	......	......	......	151 36
Total Disbursements	$ 10,432 94	$ 10,331 13	$ 11,257 85	$ 14 309 09	$ 10,756 46	$ 21,924 27	$ 18,666 37	$ 16,554 12	$ 16,747 44
Bal. forward, School Fund	12,215 68	2616 11	610 07	3374 18	108 15	1416 66	1979 69	168 39	1858 61
Bal. for'd, Institute Fund	27 50	......	7 73	100 55	59 45	45	......	48 01	328 50
Bal. for'd, 16th Sec. Fund	......	......	......	......	......	480 05	......	......	......
Bal. for'd, Building Fund	252 89	......	323 14	......	......	......	......	......	......
Unpaid Warrants	......	52 50	......	......	......	......	......	......	2708 55

(a) Includes $42.95, remnant of special levy, which was transferred to general county fund.
(b) From State revenue agent.

REPORTS OF COUNTY TREASURERS FOR 1892-93.—CONTINUED.

RECEIPTS.

	Choctaw.	Claiborne.	Clarke.	Clay.	Coahoma.	Copiah.	Covington.	DeSoto.	Franklin.
Balance...............	$ 535 14	$ 604 51	$ 597 59	$ 101 55	....	$ 3502 11	$ 2040 27	$ 394 78	$ 48 97
State Distribution.........	5230 81	8975 07	6703 56	9847 94	10,392 10	11,860 61	3945 59	11,381 47	4887 21
Polls....................	3076 84	3798 52	3604 10	2099 08	1848 82	4877 08	2598 84	4002 22	2359 04
County levy..............	....	1276 00	....	....	....	....	....	1 24	....
Chickasaw Fund...........	....	....	....	1875 84	....	....	....	2584 20	....
Township Fund............	....	150 00	71 07	....	....	....	452 83	....	222 20
Institute Fund............	86 65	117 50	111 25	167 50	....	204 75	75 00	182 50	....
Spec'l Tax for old warrants	....	....	....	....	....	....	....	....	392 08
2 and 3 Per Cent Fund....	....	....	....	....	....	126 70	....	....	....
Land Redemptions.........	....	....	....	7 80	....	....	....	3 60	....
Fines and Forfeitures......	....	751 00	....	371 30	....	750 69	373 79	....	....
Other sources............	....	678 25	10 00	228 26	....	(e) 1264 17	....	....	....
Total receipts	$ 8929 44	$ 16,350 35	$ 11,097 57	$ 14,699 27	$ 12,240 92	$ 22,586 11	$ 9286 32	$ 18,550 01	$ 7909 50

REPORTS OF COUNTY TREASURERS FOR 1892--93.

DISBURSEMENTS.

Salary Co. Superintendents	$ 295 45	$ 562 65	$ 500 00	$ 499 14	$(*f*) 962 00	$ 600 00	$ 200 00	$ 567 41	$ 355 25
Salaries of Teachers	7448 28	14,851 25	8579 14	11,925 50	8473 40	19,948 61	5556 06	14,742 00	6560 30
Treasurer's Commissions...	209 85	425 91	257 72	367 43	149 85	357 60	189 49	355 65	195 04
Paid Townships.........	....	....	....	....	....	....	234 59	....	(*b*) 120 45
Paid to Examiners.	173 00	139 75	117 50	186 50	89 05	230 00	115 50	182 50	85 95
Paid for Institute Fund...	70 50	93 00	82 50	121 20	....	100 00	70 00	106 95	24 00
Paid County School Board.	45 00	....	12 00	36 00	18 00	30 00	24 00	30 00	15 00
For Building Scho'l Houses	....	....	588 34	61 15	....	98 10	....	....	....
Incidentals....	5 24	17 50	11 47	86 38	6 40	30 55	11 20	56 85	58 12
Paid on Old Warrants	129 00	....	....	553 76	....	....	339 59	....	392 08
Separate School Districts..	....	221 09	(*d*) 475 35	623 25	206 28	824 40	....	....	....
Assessor...............	....	....	....	133 36	....	235 50	....	172 06	....
Total Disbursements....	$ 8376 32	$ 16,311 15	$ 10,624 02	$ 14,593 67	$ 9904 98	$ 22,454 76	$ 6740 43	$ 16,213 42	$ 7805 49
									104 01
Bal. forward school fund..	536 97	(*a*) 17 30	373 73	59 30	2335 94	....	2345 19	2261 04	
Bal. forward Institute fund.	16 15	21 90	28 75	46 30	....	102 75	3 14	75 55	....
Bal. forward 16th Sec. fund	....	....	71 07	....	....	....	197 10	....	....
Building Fund..........	....	....	....	....	....	28 60	....	....	....
Unpaid Warrants........	15 00	12 00	....	(*c*) 104 35	(*g*).........	....	....	252 60	269 33

(*a*) See note at end of tables. (*b*) For abstracting and recording titles.
(*c*) Treasurer reported this balance as paid in teachers' warrants, but it is here deducted from the amount of teachers' salaries.
(*d*) Includes $314 95 paid by county treasurer to Enterprise as her part of State distribution.
(*e*) Reported as "donated by this county."
(*f*) Includes incidentals of superintendent's office, which treasurer says he was unable to report separately because the warrants did not show the amounts separately. (*g*) Though required by law to report, the treasurer says, "Don't know, my records don't show."

REPORTS OF COUNTY TREASURERS FOR 1892-'93—Continued.

RECEIPTS.

	Greene.	Grenada.	Hancock.	Harrison.	Hinds,	Holmes.	Issaquena.	Itawamba.	Jackson.
Balance	$ 389 39	1840 16	275 20	....	$ 2289 27	$ 579 42	$ 2512 20	$ 65 76	$ 2254 98
State Distribution	2149 34	6505 36	3389 62	3376 29	19,383 38	15,109 58	5968 66	7743 76	5848 70
Polls	587 83	2102 96	1604 38	1618 59	7131 50	4803 44	1280 40	3248 12	2407 54
County Levy	1770 99	....	....	37 20	4474 18	....	....	....	....
Chickasaw Fund	....	....	....	....	....	....	....	2830 04	....
Township Fund	....	337 60	54 84	(*f*)1407 74	1591 92	(*c*) 2266 22	(*d*) 603 33	101 95	....
Institute Fund	16 00	105 00	24 50	108 40	564 50	202 00	90 50	40 00	27 50
Spe'cl Tax for old Warrants	....	....	....	....	....	....	....	715 49	....
2 and 3 Per Cent Fund	....	....	....	....	....	....	....	....	340 10
Land Redemptions	....	....	....	....	42 55	....	....	1 98	....
Estrays	....	....	....	....	29 00	....	....	....	....
Fines and Forfeitures	125 50	52 35	18 58	....	1550 10	....	....	169 10	588 20
Other Sources	....	....	....	(*g*) 126 51	....	27 65	....	....	....
Total Receipts	$ 5039 05	$ 10,943 43	$ 5367 12	$ 6674 43	$ 37,056 40	$ 22,988 31	$ 10,455 06	$ 14,916 20	$ 11,467 02

REPORTS OF COUNTY TREASURERS FOR 1892-'93.—CONTINUED.

DISBURSEMENTS.

Salary of County Supt.	$ 150 00	$ 411 00	$ 237 30	$ 353 84	....	$ 858 33	$ 525 00	$ 350 00	$ 526 98
Salaries of Teachers	3416 25	8422 05	3961 25	3634 50	23,710 87	15,831 10	5089 50	10,764 63	7101 60
Treasurer's Commissions	109 33	204 75	144 80	172 78	....	259 13	198 56	376 88	218 97
Paid Townships	....	....	....	381 53	491 00	1428 17	....	....	....
Paid to Examiners	10 00	205 35	50 00	155 25	202 00	279 00	20 50	178 50	117 00
Paid for Institute Fund	40 00	95 00	45 85	86 50	318 89	115 10	40 00	....	75 03
Paid County School Board	15 00	27 00	9 00	9 00	30 00	24 00	....	15 00	24 00
For Build'g School Houses	15 00	....	....	....	....	268 00	....	....	91 50
Incidentals	16 00	11 61	56 70	15 73	....	49 38	....	42 10	40 00
Paid on Old Warrants	....	....	100 00	....	307 79	239 60	....	681 12	....
Separate School District	....	....	47 33	65 35	....	535 50	....	....	....
Assessor	....	....	....	....	348 59	....	....	100 86	....
Total Disbursements	$ 3771 58	$ 9365 87	$ 4666 23	$ 4874 48	$ 25,409 14	$ 19 887 31	$ 5980 12	$ 12,509 09	$ 8195 08
Bal. for'd School Fund	1267 47	1567 56	594 79	841 38	10,300 73	2176 05	3836 22	2367 11	2999 64
Balance Institute Fund	....	10 00	5 04	19 19	245 61	86 90	50 50	40 00	23 70
Bal. Sixteenth Section Fund	....	....	105 60	939 38	1100 92	838 05	588 25	....	(*e*) 1294 99
Building Fund	....	....	....	....	....	....	....	....	248 60
Unpaid Warrants	....	....	....	....	....	....	....	....	....

(*c*) Sixteenth Section items of this report are incorporated from County Treasurers' report of this fund. (*d*) Township figures inserted from township report. (*e*) This balance is taken from township report and does not appear in the report of County Treasurer. (*f*) Includes $382.79 reported as "old balance of interest of 1892." (*g*) Includes what separate school districts paid on Superintendent's salary and $39.56 reported as "balance on State fund of 1892." (*h*) This is the balance shown by this report, but it is $95 30 larger than the Treasurer gives it.

REPORTS OF COUNTY TREASURERS FOR 1892-93.—CONTINUED.

RECEIPTS.

	Jasper.	Jefferson.	Jones.	Kemper.	Lafayette	Laude'dale	Lawrence.	Leake.	Lee.
Balance	$ 21 83	$(g)2693 84	$ 585 66	....	$ 1235 31	$ 936 65	$ 1 03	396 57	(b)2817 83
State Distribution.........	7236 98	8283 25	3384 52	9599 70	8518 22	11,098 73	6200 28	7210 91	9824 48
Polls.....................	3613 15	4636 00	2085 43	4438 72	4619 07	4623 06	3326 78	3270 74	4084 52
County Levy...............	....	....	... .	....	....	10,559 07	...	....	....
Chickasaw Fund...........	....	....	....	....	3624 52	....	....	....	2400 74
Township Fund............	....	1628 53	....	91 35	....	....	....	....	....
Institute Fund............	80 00	164 20	48 15	87 00	50 50	261 25	52 25	108 30	108 50
Spec'l Tax for Old Warrants	....	....	....	....	....	... .	598 08	....	....
2 and 3 Per Cent. Fund...	597 13	669 66	....	.. ..	....	....	....	....	....
Land Redemptions.......	187 15	....	....	....	....	....	....	....	....
Estrays..................	....	....	....	....	....	... .	30 91	.. .. ..	....
Fines and Forfeitures......	159 02	49 10	....	492 50	595 75	44 01	....	....	306 00
Other Sources............	30 00	1277 36	9 35	....	(c) 5587 77	(e) 172 50	....	.. ..	(a) 147 54
Total Receipts.......	$11 925 26	$19,421 94	$ 6113 11	$14.709 27	$24 231 14	$27,695 27	$10,209 33	$10,986 52	$19,679 00

REPORTS OF COUNTY TREASURERS FOR 1892—03.—CONTINUED.

DISBURSEEENTS.

Salary County Supt..	$ 409 73	$ 650 00	$ 427 45	$ 468 00	$ 561 96	$ 750 00	$ 420 00	$ 400 00	$ 700 00
Salaries ot Teachers.......	9791 99	12,850 76	3154 83	13,660 61	13,748 47	14,222 27	8100 60	9272 13	13,742 97
Treasurer's Commissions...	285 07	347 96	137 92	299 22	418 77	395 11	253 12	274 65	392 61
Paid Township Trustees...	....	1072 14	....	....	....	....	....	....	....
Paid to Examiners	192 55	81 50	145 00	158 44	164 50	223 00	156 75	165 75	151 00
Paid for Institute Fund....	81 25	142 00	65 00	70 00	65 00	103 10	70 00	70 00	110 56
Paid County School Board.	15 00	24 00	30 00	36 00	27 00	45 00	12 00	45 00	15 00
For Build'g School Houses	170 00	240 00	....	....	....	309 65	....	....	....
Incidentals...............	31 10	5 10	17 85	....	(d) 159 84	(f) 99 20	15 85	79 46	190 96
Paid on old warrants..	....	430 26	31 25	....	....	7275 33	494 03	....	....
Separate School District...	....	....	....	....	632 71	....	....	....	689 23
Assessor.................	121 70	....	....	....	....	....	....	....	163 42
Total disbursements. ...	$ 11,098 39	$ 15,843 72	$ 4009 30	$ 14 692 27	$ 15 778 25	$ 23,422 66	$ 9522 35	$ 10,306 99	$ 16,155 75
Bal. forward School Fund..	385 45	2593 22	2103 81	....	8452 89	4198 19	686 98	641 25	3523 86
Bal. forward Institute Fund	16 75	20 57	....	17 00	....	72 40	....	38 30	....
Bal. forward 16th Sec. F'nd	6 65	534 79	....	....	....	....	....	....	....
Bal. forward Building F'nd	418 02	429 66	....	....	....	2 02	....	....	....
Unpaid warrants..........	210 95	....	(h).......	....	....	....	....	....	....

(a) Includes $53 89 paid by Tupelo for County Superintendent's salary. (b) This balance is $15.69 less than shown by last year's report. (c) Includes $5543.62 from Ex-Treasurer Hall, and $44.15 from line school. (d) Includes $138.29 for polls refunded. (e) $162 50 paid by Meridian for salary of County Superintendent, and $10.00 error in warrant. (f) Teacher's library, $77.20; examination incidentals $22. (g) This balance is $441.12 less than that shown by last year's report. (h) "No warrants, but some few reports."

REPORTS OF COUNTY TREASURERS FOR 1892-'93—Continued.

RECEIPTS.

	Leflore.	Lincoln.	Lowndes.	Madison.	Marion.	Marshall.	Monroe.	Mo'gomery	Neshoba.
Balance..................	$ 34 25	....	$ 46 67	$ 1788 28	$ 603 68	$ 9505 02	$ 964 99	$ 85 80	$ 97 28
State Distribution.........	7593 62	7784 46	13,507 88	12,762 35	4307 06	13.527 58	16,065 29	4535 94	4836 58
Polls	2390 08	3886 79	2386 25	4424 93	3062 86	4758 96	3867 92	3122 43	2740 79
County Levy.	....	....	....	2972 81	....	....	....	....	....
Chickasaw Fund	....	....	....	....	....	3705 78	2057 14	....	....
Township Fund..........	507 08	38 00	120 00	1406 50	2047 91	....	(*b*) 31 02	57 79	85 00
Institute Fund	65 50	40 50	158 30	76 00	86 50	345 25	138 00	193 00	70 20
Spec'l Tax for Old Warrants	....	....	....	....	....	17 61	....	161 56	....
2 and 3 Per Cent. Fund...	....	....	....	....	....	....	....	425 72	....
Estrays	....	....	....	23 20	11 50	....	....	....	....
Fines and Forfeitures.....	....	....	....	....	691 48	955 09	....	470 00	....
Other Sources............	....	24 75	....	....	....	124 85	(*a*) 2000 00	....	....
Total Receipts........	$10,590 55	$11,774 50	$16,219 10	$23,454 07	$10,811 09	$32,939 24	$25,124 36	$ 9052 24	$ 7829 85

REPORTS OF COUNTY TREASURERS FOR 1892-93.—CONTINUED.

DISBURSEMENTS.

Salary Co Superintendent.	$ 480 00	$ 480 00	$(*b*) 378 50	$ 641 69	$ 453 50	$ 819 92	$ 648 23	$ 360 00	$ 300 00
Salaries of Teachers...	7899 50	10,624 71	12,783 75	18,528 70	6836 15	17,379 49	18,865 50	6381 42	6843 92
Treasurer's Commission	164 95	294 33	240 23	397 19	221 35	395 88	397 34	178 22	200 66
Paid Township Schools	598 00	....	89 58	820 06	815 29	....	....	....	....
Rent & Rep'r of Sch'l Ho's	....	....	594 73	....	....	....	....	....	....
Paid to Examiners...........	151 00	123 25	242 95	148 25	107 75	168 50	255 25	172 50	164 75
Paid for Institute Fund	30 00	79 49	141 95	46 00	55 75	121 08	100 00	152 65	40 00
Paid County School Board.	36 00	45 00	15 00	12 00	45 00	30 00	9 00	12 00	30 00
For Building Sch'l Houses	....	....	....	....	....	....	494 11	50 00	218 00
Incidentals	(*d*) 780 83	13 72	....	(*a*) 328 78	23 72	181 56	331 51	....	32 52
Paid on Old Warrants... ...	....	....	....	....	312 74	96 50	122 00	....	....
Separate School Districts...	....	114 00	252 50	543 20	....	1104 60	520 24	....	....
Assessor.........................	....	....	....	218 28	....	218 28	....	....	....
Total Disbursements......	$10,160 28	$11,774 50	$14,739 19	$21,644 45	$ 8871 20	$20,515 61	$21,743 18	$ 7306 79	$ 7829 85
Bal. forward School Fund..	282 16	....	1394 02	1199 53	695 88	12,199 46	3339 86	1221 59	....
Bal. forward Institute Fund	35 50	....	56 67	29 85	29 66	(*c*) 224 17	10 30	40 35	32 00
Bal. forward township fund	110 61	....	29 22	580 24	1214 35	....	31 02	57 79	....
Bal. forward building fund	....	....	....	....	....	....	....	425 72	....

(*a*) Returned from general county fund. (*b*) Not in county treasurer's report.

(*b*) Includes $18.50 incidentals of superintendent's office.

(*c*) The Institute fund is reported separately, but is embodied in this report.

(*d*) There are errors and discrepancies in this report. The amounts given for incidentals, total disbursements and balance forward were so scratched and written over that I could not tell what they were. Incidentals were first written $798.83, while the number written over it appears to be $780 83. The county treasurer could not itemize incidentals. His office needs investigating.

REPORTS OF COUNTY TREASURERS FOR 1892-'93.—CONTINUED.

RECEIPTS.

	Newton.	Noxubee	Oktibbeha.	Panola.	Pearl River	Perry.	Pike.	Pontotoc.	Prentiss.
Balance	$ 2518 27	(*a*) 748 35		$ 6049 33	$ 279 62	$ 1023 26	$ 2371 05	$ 556 86	
State Distribution	7142 89	15,119 01	9402 47	12,990 89	1447 84	2280 65	8096 53	7035 91	5971 28
Polls	4069 80	3242 30	2528 67	5399 02	967 24	1650 54	4256 00	3733 07	3346 20
County Levy				2058 60	1 84				
City Levy					701 32				
Chickasaw Fund				3551 98				2691 76	2214 80
Township Fund	195 40		355 32		1462 98			368 33	386 54
Institute Fund	80 00	184 50	148 60	151 00	32 00	24 00	64 65	101 00	95 75
Spec'l Tax for Old War'nts	13 96							833 03	
Estrays							20 20		
Fines and Forfeitures					205 24	1 00	920 50		
Other Sources		150 39		200 99					2 96
Total Receipts	$14,264 82	$19,444 55	$12,435 06	$30,401 81	$ 4364 76	$ 4979 45	$15,728 93	$15,319 96	$12,017 53

REPORTS OF COUNTY TREASURERS FOR 1892-'93.—Continued.

DISBURSEMENTS.

Salary Co. Superintendent.	400 00	750 96	614 32	$ 800 00	$ 220 32	$ 324 50	$ 420 51	$ 547 50	$ 460 92
Salaries of Teachers......	10,129 09	13,717 40	8176 37	21,362 85	1450 55	3288 93	11,530 58	10,978 62	9773 17
Treasurer's Commissions..	288 77	389 46	307 16	368 28	23 47	98 00	290 36	372 87	297 98
Paid Township Schools....	166 70				730 98				
Paid to Examiners........	117 50	217 00	152 50	179 00	85 00	129 00	163 00	169 50	153 00
Paid for institute Fund....	58 90	166 25	90 75	109 50		40 00	87 00	81 50	65 20
Paid County Sch'l Board..	42 00	15 00	27 00	15 00	9 00	21 00	45 00	30 00	36 00
For Building Sc'hl Houses.		50 00	(e) 191 55						
Incidentals................	24 40	14 58	77 28	43 60	9 85	24 82		7 97	60 90
Paid on old Warrants....	19 10	238 75			3 00	977 50	427 67	812 22	26 56
Separate School District...	213 00	361 35	139 44	(c) 1246 95			797 09	500 60	
Assessor..................				300 00	31 24		179 00	124 74	
Library..................								18 50	
Total Disbursements....	$ 11,459 46	$ 15,920 75	9776 17	$ 24,425 18	$ 2563 41	$ 4903 76	$ 13,940 21	$ 13,644 02	$ 10,873 73
Balance forward..........	2181 93	3211 83	2461 60	5935 13	1069 35	75 69	1788 72	1674 94	1112 75
Balance Institute Fund....	43 48	95 27	33 52	41 50				1 00	31 05
Balance 16th Section Fund	91 30		163 77		732 00				
Balance Building Fund ..	(f) 488 65	(b) 216 70			(g) 32 00				
Unpaid Warrants........	88 00	141 00	759 84		320 27		885 33		

(a) Includes $216.70 of 2 and 3 Per Cen. Fund.
(b) Belongs to 2 and 3 Per Cent. Building Fund.
(c) Includes $517.65 paid Sardis for outside pupils.
(g) Not reported by County Treasurer.
(e) Paid out of Township Fund. (f) Belongs to the Deficit Fund.

REPORTS OF COUNTY TREASURERS FOR 1892-93.—CONTINUED.

RECEIPTS.

	Quitman.	Rankin.	Scott.	Sharkey.	Simpson.	Smith.	Sunflower.	Tallahatchie.	Tate.
Balance..................	$ 40 97	$ 379 07	$ 161 29	$ 3634 96	....	....	$ 1215 35	$ 1523 48	$ 1911 49
State Distribution.........	1591 83	8400 72	6808 00	5875 30	5180 60	5499 40	4523 27	7928 38	10,407 32
Polls	571 90	4440 62	3121 46	1578 48	2783 65	2800 60	2163 34	2407 02	4404 77
County levy................	....	....	42 84	....	....	....	......	....	....
Chickasaw Fund...........	457 30	....	....	....	....	....	....	16 52	2226 76
Township Fund...........	....	580 35	490 73	2974 28	148 80	214 30	2317 70	1446 98	....
Institute Fund..........	30 00	40 00	105 50	112 00	45 00	56 50	17 50	....	84 50
Spec'l Tax for old warrants	....	....	....	....	1178 32	473 55	....	....	....
Two and Three pr. ct. F'nd	....	....	423 07	....	....	....	....	....	641 82
Land Redeptions.........	....	....	....	....	....	36 22	....	....	....
Fines and Forfeitures......	....	468 00	....	....	....	67 28	1919 23	....	....
Other sources............	....	....	....	....	....	....	(*e*) 1041 60	....	89 10
Total receipts..........	$ 2692 00	$ 14,308 76	$ 11,165 36	$ 14 175 02	$ 9336 37	$ 9147 86	$ 13,197 99	$ 13,322 38	$ 17,765 76

REPORTS OF COUNTY TREASURERS FOR 1892-'93.—CONTINUED.

DISBURSEMENTS.

Salary of County Supt	$ 195 45	$ 480 00	$ 441 61	$ 700 00	$ 300 00	$ 323 50	$ 385 00	$ 420 00	$ 581 90
Salaries of Teachers	1868 50	12,254 56	8860 75	7412 25	6816 61	6828 40	8019 50	10,168 35	13,228 40
Treasurer's Commissions	67 30	335 79	252 20	186 86	229 68	231 20	275 36	(a) 293 95	349 00
Paid Townships	....	222 85	112 24	2305 33	107 67	194 50	(f) 1498 25	1249 26	....
Paid to Examiners	36 75	137 00	155 00	121 25	126 25	114 00	40 25	39 00	134 60
Paid for Institute Fund	33 00	80 00	57 55	77 40	78 45	32 85	40 00	80 00	83 33
Paid Co School Board	....	39 00	45 00	27 00	30 00	45 00	36 00	10 00	24 00
For Build'g School Houses	....	....	133 42	....	....	....	240 32	....	140 00
Incidentals	40 00	5 00	54 53	[b] 1688 00	80 38	6 25	184 35	9 75	8 10
Paid on Old Warrants	....	40 00	122 30	287 50	1148 87	421 75	85 30	....	....
Separate School District	....	200 43	....	....	....	....	....	....	....
Assessor	24 28	....	110 30	....	87 18	....	....	....	....
Total Disbursements	$ 2265 28	$ 13,794 63	$ 10,365 75	$ 12,805 59	$ 9005 09	$ 8197 45	$ 10,804 33	$ 12,270 31	$ 14,549 63
Balance for'd School Fund	426 72	156 63	106 89	665 60	290 15	764 85	1559 47	890 53	4714 31
Institute Fund	....	....	24 58	34 60	....	23 65	....	....	....
Sixteenth Section Fund	....	357 50	378 49	669 23	41 13	19 84	834 19	161 54	....
Building Fund	....	....	289 65	....	....	....	....	....	501 82
Unpaid Warrants	....	....	97 31	....	504 50	....	109 75	....	....

(*a*) Includes $36.18 commissions on township fund. (*b*) Fines and forfeitures transferred to general county fund. (*c*) This balance is $511.53 short of balance forward shown in last year's report, which the Treasurer explains by saying that the building fund to which that balance belongs is not included in his report for this year. (*e*) "First State distribution of 1891" (*f*) "Paid for township schools and other purposes."

REPORTS OF COUNTY TREASURERS FOR 1892-93.—CONTINUED.

RECEIPTS.

	Tippah.	Tishomingo.	Tunica	Union.	Warren.	Washington.	Wayne.	Webster.	Wilkinson.
Balance	$ 667 47	$ 332 67	$ 1543 74	$ 272 84	$ 313 33	$ 3014 13	$ 245 62	$ 798 44	$ 613 52
State Distribution	6268 70	3657 19	5306 89	6782 62	9920 29	21,434 46	4899 56	5715 65	10,288 34
Polls	2740 90	1987 40	2014 62	3978 94	2768 27	2641 55	2359 04	2822 52	3945 96
County Levy	....	....	....	....	5057 63	....	....	....	....
Chickasaw Fund	2479 62	2383 44	2299 56	2570 66	....	....	....	380 43	....
Township Fund	242 45	....	....	....	489 38	5888 06	150 25	....	....
Institute Fund	208 50	42 00	26 00	102 75	70 00	55 25	52 50	168 38	81 35
Spec'l Tax for Old Warrants	1831 64	3787 03	....	2674 08	....	....	....	3451 71	....
2 and 3 Per Cent. Fund	....	273 74	....	....	....	....	....	36 81	....
Land Redemptions	....	....	....	....	....	....	....	2 91	....
Fines and Forfeitures	....	....	1994 61	.....	....	....	431 85	....	....
Other Sources	....	....	5 74	16 10	....	2105 84	....	....	95 40
Total Receipts	$ 14 439 28	$ 12.463 47	$ 13,193 12	$ 16.397 99	$ 18,618 90	$ 35,139 29	$ 8138 82	$ 13 376 85	$ 15 024 57

REPORTS OF COUNTY TREASURERS FOR 1892-93.—CONTINUED.

DISBURSEMENTS.

Sal. County Superintendent	$ 688 59	$ 279 45	$ 330 00	$ 533 99	$ 510 11	$ 800 00	$ 302 90	$ 300 00	$ 721 66
Salaries of Teachers......	7901 08	7002 74	6870 00	10,942 35	15,090 50	22,018 09	6058 05	(c) 7860 30	13,280 00
Treasurer's Commissions...	343 08	296 42	287 50	323 55	166 37	254 41	197 33	309 82	357 14
Paid Township Fund......	....	....	....	....	354 86	4279 50	305 15	....	....
Rent & Rep School Houses	....	....	359 59	....	....	....	....	8 95	....
Paid to Examiners........	127 20	113 50	99 25	100 50	111 20	....	100 75	70 25	66 25
Paid for Institute Fund....	77 71	40 95	35 00	76 94	(b) 70 00	40 00	79 05	71 90	81 35
Paid County School Board	45 00	24 00	78 00	28 50	27 00	....	21 00	45 00	6 06
For Building Sch'l Houses	....	70 00	766 06	....	....	....	....	....	267 75
Incidentals	37 35	17 09	(e) 614 47	34 75	105 42	26 25	85 46	121 01	81 97
Paid on Old Warrants.....	2403 99	3564 62	290 35	2595 26	102 50	....	61 60	4079 94	....
Separate School District..	....	557 49	....	....	1609 33	....	....	260 80	....
Assessor.................	....	69 44	....	245 25	....	....	....	98 56	159 38
Total Disbursements....	$ 11,624 60	$ 12,035 70	$ 9730 22	$ 14,881 09	$ 16,537 96	$ 29,027 58	$ 7211 24	$ 13,226 53	$ 15,021 50
Bal. forward, School Fund	2683 89	(a) 224 03	3462 90	1491 09	1946 42	4487 90	830 90	2 03	3 07
Bal. for'd Institute Fund..	130 79	....	....	25 81	....	15 25	18 19	42 78	....
Bal. for'd 16th Section Fund	....	....	....	....	134 52	(s) 1608 56	70 47	(d) 68 70	....
Bal. for'd Building Fund..	....	203 74	....	....	....	....	8 00	36 81	....
Unpaid Warrants.........	2000 00	2696 80	385 00	198 79	294 10	....	127 30	....	....

(a) Includes $132.14 belonging to Special Levy for Old Warrants. (b) The Institute cost $100, the other $30 being included in Teachers' Salaries. (c) Includes $310.25 Chickasaw Fund. (d) Chickasaw balance. (e) Includes $574.72 repaid J. W. Johnson estate. (s) Treasurer's township report shows $2294.43 balance forward, but the fund of T. 15, R. 6, is overdrawn $685.87, leaving the true balance as here shown.

REPORTS OF COUNTY TREASURERS FOR 1892-93.—CONTINUED.

RECEIPTS.

	Winston.	Yalobusha.	Yazoo	Webster.
Balance	$ 439 13	$ 14 53	$ 760 89	$ 454 44
State Distribution	6133 57	6947 01	19,516 81	5715 66
Polls	2667 50	2331 85	4944 02	2822 52
County levy			3854 59	
Chickasaw Fund		1356 52		388 55
Township Fund			(a) 1423 16	
Institute Fund	75 50		246 80	168 38
Special Tax for old Warrants		7189 78		3451 71
Two and Three Per Cent Fund				45 76
Land Redemptions	21 10			2 91
Estrays	3 00			
Fines and Forfeitures	280 20			
Other sources		35 00	75 55	250 43
Total Receipts	$ 9620 00	$ 17,874 60	$ 30,822 00	$ 13,300 96

REPORTS OF COUNTY TREASURERS FOR 1892-93—CONTINUED

DISBURSEMENTS.

Salaries ot County Superintendent	$ 300 00	$ 366 50	$ 839 57	$ 300 00
Salaries of Teachers	8220 25	8892 00	23,049 00	7734 71
Treasurer's Commissions	229 52	414 33	430 23	307 97
Paid Township Fund			776 72	
Paid to Examiners	166 50	61 25	312 00	70 25
Paid for Institute Fund	73 61		160 00	71 90
Paid County School Board	30 00	3 00	45 00	45 00
For Building School Houses				8 95
Incidentals	61 00		98 37	65 81
Paid on Old Warrants	77 10	6976 75	500 00	4070 13
Separate School Districts		813 12	375 45	260 80
Assessor		120 00		98 56
Chickasaw				311 20
Total Disbursements	$ 9157 98	$ 17,646 95	$ 26,586 34	$ 13,151 03
Balance Forward School Fund	460 13	119 84	(*c*) 3502 42	(*e*) 1 64
Balance Forward Institute Fund	1 89		86 80	42 78
Balance Forward Sixteenth Section Fund		107 85	(*b*) 646 44	(*d*) 68 70
Balance Forward Building Fund				36 81
Unpaid Warrants		1974 50	30 00	

(*a*) Includes $280 50 of permanent township fund.

(*b*) Includes $280 50 of permanent township fund. The true balance forward of township available funds $365.94.

(*c*) Includes $1114 51 reported as supplemental fund.

(*d*) Belongs to Chickasaw fund.

(*e*) This report was rendered November 1st, but was not properly certified by county auditor.

TOWNSHIP FUNDS.

	1892.				1893.			
	Total Permanent Fund.	Annual Interest or Rent Received.	Am't paid Out.	Balance For'd.	Total Permanent Fund.	Annual Interest or Rent Received.	Am't Paid Out.	Balance For'd.
Amite	$ 274 48	$ 150 09	$ 150 09	....	$ 274 48	$ 150 09	$ 150 09	....
Attala	7375 50	317 75	317 75	....	7375 50	317 75	317 75	....
Bolivar	5668 65	168 31	100 00	68 31	4691 03	658 11	246 37	411 74
Carroll	5758 38	....	....	....	5758 28	143 15	115 62	27 53
Claiborne	160 95	166 00	166 00	....	172 50	150 00	150 00	....
Clarke	....	....	....	....	71 07	....	66	70 41
Copiah	1489 85	....	....	....	1489 85	....	....	....
Covington	3139 78	383 94	351 69	32 25	2924 35	452 83	234 57	197 16
Franklin	2513 74	253 15	253 15	....	2313 74	222 20	126 00	96 00
Grenada	7303 00	305 00	....	....	7303 33	337 60	337 60	....
Hancock	321 97	53 47	1 34	52 13	321 97	54 84	1 37	53 47
Harrison	11,400 24	847 74	820 61	449 09	11,400 24	1024 65	459 91	939 38
Hinds	7300 00	1845 80	160 00	1685 80	8360 13	1591 92	491 00	1100 92
Holmes	14,094 48	1508 80	1514 80	1587 55	18,244 48	2266 22	1428 17	838 05
Issaquena	1273 63	621 00	375 60	245 40	1280 64	603 33	15 08	588 25
Jackson	....	....	....	....	1294 99	....	....	1294 99
Jefferson	11,801 15	650 22	479 25	526 06	11,724 43	1628 53	1093 76	534 79
Lawrence	1099 68	94 60	94 60	....	7298 55	....	....	407 91
Leake	2543 25	160 50	160 50	....	2543 25	94 88	....	94 88

Leflore	6021 50	733 10	383 00	350 10	6539 25	507 08	598 08	110 61
Lincoln	903 41	127 33	127 33	....	2495 41	38 00	....	38 00
Lowndes	3110 31	2518 55	2489 33	29 22	3110 31	2518 55	2489 33	29 22
Madison	8579 00	755 38	938 97	540 34	8500 79	854 81	685 65	591 03
Marion	9049 48	2375 58	1035 24	1315 14	6197 47	730 77	660 47	1215 69
Monroe	517 16	85 31	85 31	....	517 16	31 02	....	31 02
Montgomery	338 95	15 00	15 00	....	330 00	33 00	....	57 79
Neshoba	1000 00	90 45	....	....	1029 38	85 00	85 00	....
Newton	1954 02	195 40	132 80	62 60	1954 02	195 40	132 80	62 60
Oktibbeha	....	....	....	....	....	355 32	355 32	....
Pearl-River	3526 10	....	....	....	5181 60	1462 98	730 98	732 00
Pontotoc	....	....	....	....	....	368 33	368 33	....
Rankin	4288 69	392 51	237 55	288 61	4102 44	580 35	186 00	357 50
Scott	....	....	....	....	3059 96	490 73	112 24	378 49
Sharkey	1500 00	1243 88	547 79	696 09	5698 56	2974 28	2305 33	659 05
Simpson	1794 80	171 61	38 77	105 69	1794 80	254 49	107 67	146 82
Smith	1967 81	261 49	122 55	138 84	1961 91	207 75	194 50	12 25
Sunflower	12,572 00	1210 58	1112 13	326 64	13,900 45	2317 70	1805 54	834 19
Tallahatchie	16,338 86	357 79	1312 89	....	16,338 86	1446 98	1285 44	161 54
Tippah	....	....	....	....	3257 80	242 45	242 45	....
Warren	8510 30	704 81	272 50	393 84	9397 49	489 38	354 86	134 52
Washington	4644 45	2213 00	2097 39	4760 06	4760 06	1128 00	4279 50	2294 43
Wayne	4297 40	363 20	74 08	229 12	4747 50	474 75	308 80	70 47
Webster	98 30	....	....	....	98 30	....	....	....
Yazoo	....	....	....	....	1633 03	1142 66	776 72	365 94

NOTES

—BY—

County Superintendents and County Treasurers,

ABOUT FINANCES OF 1892–'93.

ALCORN.—By error I reported last year $2,655.76 as balance to carry forward. It should have been $2,733.29. By error I reported no outstanding school warrants. There should have been reported $63.37.

M. A. POWELL, Treasurer.

CHICKASAW.—If you will refer to my last year's report you will see the balance had on hand was uncancelled warrants belonging to fund of 1891–92, and I reported nothing brought forward to year 1892–'93. So I must contend this report is correct when it shows nothing on hand at the beginning of the scholastic year 1892–'93. I find from your pencil memorandums the Superintendent reports $45.00 paid County School Board and my report shows $65.00. I contend I am right; the records bear me out in this. Your pencil memorandum further shows Superintendent reports 236.25 and and salaries $10,707.95; in this he was right. Incidentals include $29.58 expenses on getting money from Jackson; $137.90 assessing polls. The $463.50 paid Superintendent was paid by me, but since I made up my report to you I have received from Okolona $59.40 as her pro rata share of Superintendent's salary. $463.50 is the total amount of salary for year 1892–'93.

J. F. THOMPSON, Treasurer.

CLAY—The deficit of $45.05 on account of county school fund is not caused by over-issue, but from payment of deficit of scholastic year 1891–'92. $377.50 of balance due teachers for that year. The item of $19.50 against Institute fund for contingent expenses is in excess of the 10 per cent. on amount paid conductors, but desiring to leave nothing undone to make the Institute a success, I deemed it right to make the expenditure I did. The items were for janitors in discharge of numerous duties, and for furnishing necessary supplies. etc.

B. F. OWEN, Superintendent.

According to your instructions all warrants were considered as paid under disbursement column when, in fact, $104.35 is outstanding as against school fund of $59.30 on hand, which will leave a deficit for 1892 and 1893 of $45.05, The former treasurer paid out the $553.76 deficit of 1891 and 1892 under instructions of the Board of Supervisors, as they expected more than that amount from the Georgia Pacific Railway Company on tax for 1792, and the $228.26 delinquent tax of 1891, and back tax of 1892, mentioned in receipts above. Consequently they made no special levy for the deficit which was caused by the failure to get the July, 1892, general distribution. The Institute fund at the time I made my report had not legally come into my hands, hence I did not report it.

L. J. HOWARD, Treasurer.

COAHOMA.—There is nothing in my records to show amount of incidentals. The amount $962 00 is exactly amount paid on warrants to Mr. Lea, Superintendent of Education, salary account. In regard to 16th Section, I have nothing to report, for the reason that I have neither received or paid out anything on this fund. Concerning the item, amount paid superintendent education for county, allow me to state I have no means on earth of knowing what part is for salary and what part for other purposes. E. M. CAPERTON, Treas.

The deficiency in outstanding warrants of 1892 will hardly ever be explained I hear the board are arranging to liquidate, but there is no doubt of a leak somewhere. Can you explain why the 3 mill tax in 1888-9 was $6,012.25; in '89-90, $2,919.17; in '90 91, $4,601.23; in '91-92, $3,338.50, with property all the time increasing and assessment and valuations raised? N. W. LEA, Sup't.

COVINGTON,—I herewith return my report of October 1, 1893, and insist on its correctness. If there is an error in the two reports not comparing, the error is in the report of 1892. This report is certainly a correct statement as the fund now stands. The difference in the report of amount on hand October 1, 1892, was a sum belonging to a special fund of 1889, which I failed to include in that report. 2d. As to warrants outstanding October 1, 1892, there was one for $26.16. The balance, to make $339.59, was drawn after that date on account of liabilities incurred for the year and not properly charged to expenses of year ending October 1, 1893. J. A. ROBERTSON, Treas.

I concur in the foregoing. J. M. EDMONSON, Clerk.

GREENE.—I enclose report which I trust you will find correct The mistake in the amount carried over from last year was caused by going too far back to begin my report. It was made according to the first report I sent, but you returned it and I paid other warrants which was in the last report made to you last year. There was a balance due Mr. Breland out of his salary. He claims that he told me to give credit to the amount of $16 to the institute fund, but I have no recollection of it, but have credited him with it now. SAM POOL, Tr.

GRENADA.—It is impossible for the "de facto" treasurer (county) and myself to reach an agreement further than this. You make (or correct) my report to read, "Amount paid Institute conductors $95; amount paid examiners $163.50;" both of which are correct. Go ahead on this basis, and we will settle our differences just as soon as possible. The Superintendent's examinations of 1892 are included in my report. R. T. PAYNE, Supt.

The first item you call attention to as a discrepancy of $20 is correct, as I had that much Institute fund on hand October 1, 1892. Your blanks did not call for a report on that; in fact, the County Superintendent had just commenced turning that fund over to me. The other items to which you call attention are correct, notwithstanding the County Superintendent's report to the contrary. If you want to make my report conform to his you can do it, but I cannot. The report is absolutely correct as to receipts and disbursements.
R. H. TURNER, Treas.

HARRISON.—The amount paid by Pass Christian and Biloxi districts was simply a rebate owed the county. The county paid Superintendent's salary in full, $40 per month, for a few mouths, then the county and Biloxi and Pass Christian paid a pro rata share. Of course Biloxi and Pass Christian had to return to the county the $59.15 and $27 80 paid in error. The reports from Biloxi and Pass Christian ought to show the transaction. My report to you is *absolutely correct*, and as much so as possible. C. M. LIDDLE, Treas.

Harrison—Continued

My pay-certificates for Pass Christian give $12.05 more than the treasurer reports as salaries. J. S. ALLISON, Supt.

JACKSON.—I send the corrected reports, also all I can of the sixteenth sections. I have requested the board of supervisors to get them in shape, but they claim that it will cost more than it is worth, and have done nothing. J. W. STEWART, Treas.

JEFFERSON —I inclose corrected report in accordance with your suggestion. The data you gave me from Mr. Wade's report makes the matter perfectly clear, and but for this I would never have gotten them right. I am under many obligations to you for your kindness in thus coming to my relief. December 6. J. J. WHITNEY, Treasurer.

ITAWAMBA —The $27.50 Institute and incidental expenses were paid out of the fees which I had collected just prior to our week's Institute and not turned over to the treasurer. We saved the commission on it. I had collected $30 and later on I collected $37.50 more, which I turned into the treasury with the $2.50, making $67 50 Institute fund up to the time I reported to you. I have collected $20 since Oct. 1st.
J. M. WEAVER, Supt.

JASPER.—My report with reference to salaries paid teachers should read $9791 99 and paid "conductors of Institute $81.25." My balances are as follows; School fund $385.44; Institute fund $16 76; Building fund $424.67, *including* $6.65 collected on account 16th Section note; unpaid warrants $210 95 Nov. 2. J. McBAY, Treasurer.

KEMPER—The county superintendent informs me that there will be a few more warrants to issue, but there are a few fines in the hands of the sheriff which he says will about balance with the probable outstanding warrants. JNO. W. SMITH, Treasurer.

Yours to hand relative to the school fund, and contents noted. There is but a small difference in the matter, if any, not enough to hurt me or my bondsmen if we should have it to pay.
A. G. GRAHAM, Supt.

LAFAYETTE—I enclose herewith annual report of J. R. Ramey, County Treasurer, of County School Fund. Mr. Ramey is seriously ill and per his request I have made his report for him, which has been made from his books. Hoping the same will be accepted and found correct, etc.
B. P. GRAY.

So far as the county and city treasurers' reports are concerned, I copied them as they were given to me. If they are not correct please write them to correct. I am pressed with work just now and have not time to look after other officers' books.
C. A. McCHAREN, Superintendent.

The county treasurer never paid me anything only the Chickasaw Fund; the other money came to me through Prof. Wooten. I entered the money as it was paid me and the difference was in some other fund, is the only way I can solve as to how the shortage came about. My books were checked by committee of the City Board and found correct.
D. T. CARTER, Treasurer of Oxford.

LAUDERDALE—I have again gone through Supt. Stevenson's accounts with him. He gave me some amounts in the first which were wrong. I have filled out another report and forward you in this mail. This does not change my balances, only the amounts paid to teachers, examiners and institute conductors. This was caused by his drawing warrants improperly. My balances as first reported are *correct*. The amounts drawn on the different items were incorrect, but does not change the balances as first reported.
E. J. MARTIN, Treasurer.

Lauderdale—Continued.

Superintendent's Salary—November 20—The city paid county treasurer $162.50, aad paid county superintendent $62.50, making a total of $225.00 The county paid the county superintendent $525.00, which added to what the city paid makes $750 as total paid superintendent on account of salary.

W. G. STEVENSON, Superintendent.

LEFLORE.—I beg to enclose herewith my reports and will state that from our records is the best that I can do. Neither our auditor nor myself have kept an itemized account of incidentals, and our 16th section funds are in bad shape. Mr. Aron, our past treasurer, was indicted and suit will be brought for $2400, he is supposed to be short on this fund. Our Board of Supervisors have employed attorneys to get up abstracts and straighten up genearlly this fund, and I hope that they will soon have it straight. Our auditor only keeps one account for them all. In the future I will keep a blotter and charge every item paid out of school fund. Oct. 13. RICHARD T. JONES, Treasurer.

Nov. 15.—I have been hard at work for several days trying to make my report correspond with the treasurer's but without success. I examined very closely the stubs of all warrants issued since the first of October, 1892, in order to itemize the incidentals, but find that the total of all warrants cancelled as appears upon the clerk's books and the treasurer's report will not correspond with the total of all warrants issued as I find them from the stubs. I have given the items that make the incidentals on my report and am quite sure they are correct. The treasurer's report shows the same balance that the clerk's books do, but I am unable, after very diligent search, to find the items (warrants) that go to make up that balance. I am also at variance with the treasurer of the Greenwood separate district. Our only difference is as to the amount paid to teachers, and I think I am right. I am sorry that our reports do not correspond, but I assure you I have worked very diligently to find where the error is and cannot. The fact that the clerk and treasurer agree as to the balance due the school fund seems to indicate that I am wrong, but I am totally unable to find my error.

B. G. HUMPHREYS, Supt.

MONTGOMERY.—Yours of October 26, enclosing my reports, to hand several days since. I have gone over my books and examined my last year's report. I find that in making my report for 1892 I fail to put down the proper amount paid out on old school warrants. I mean on previous years. I had paid out on those warrants $197.50 instead of $106.00, and this is where the mistake occurred in the balance brought forward in my 1892 report. The balance as shown by my report should have been $177.31 instead of $137.31, but by my mistake in amount paid on old warrants corrected makes the balance as brought forward in my last year's report correct $85.81, and as to my last report concerning Winona schools, I had nothing with that, as the Superintendent issued his warrants to the teachers direct for county pupils and I cash them in the same way as warrants for schools outside of Winona; so you will see that I paid corporation of Winona nothing for county pupils, the teachers being paid as above stated.

T. H. MCNEILL, Treas.

NESHOBA—The financial part of this report is incorrect as it is a copy of the treasurer's sent you about the 15th inst. He has made some blunders that I cannot correct without access to his books. My books show that teachers' salaries amount to $7272.55. The amount of paid salary of county superintendent is $287.50 instead of $300. I have prepared the financial part of the statistical according to my own book

Neshoba—Continued.

which is correct to my best knowledge. If it had been possible for me to have seen the treasurer before sending my report, I would have tried to get the financial straight. I will see him first opportunity and and we will hunt up his mistakes.

C. L McKay, Superintendent.

OKTIBBEHA.—Included in the above are items of $831.21 and $98 not yet paid in, but will be available for ensuing year, and I so report it.

A. F. Davis, Treas.

RANKIN —There will be a difierence in this report and the report of the county superintendent of education on the amount paid out for township schools, etc., for the reason that in the first part of this scholastic year, and before we fully understood the law, the board of supervisors directed the clerk to issue warrants for township funds, and he used county warrants, but directing me to pay them with township funds.

The amount thus paid out is	$ 22 50
The amount that will be reported by Supt. of Ed	197 35
Amount per this report	$222 85

TIPPAH.—Relative to balance from last year, I beg to say that it was paid out on outstanding teachers' warrants, and we thought did not belong in this report. The amount of outstanding warrants is about $2,000.

J. A. Plummer, Treas.

WAYNE—The Bunch deficit has not been settled in the court. I do not think I have any right to report anything that I have not received.

M. H. Taylor, Treasurer.

CHICKASAW.—1892.—Of course the $949 20 consist of money and uncancelled warrants taken up since my last report to the board of supervisors. The cash now in my hands will be paid on warrants of 1891–92. As to the amount shown here paid on previous years, was paid by order of the board upon recommendation of county superintendent of education. The only thing that I can do in the foregoing report is this: First, it was impossible for me to tell from the warrants drawn on school fund for year 1891–92 what amount was paid to Okolona as a separate school district for county pupils, from the fact that the superintendent's certificates nor clerk's warrants neither stated that said warrants were for this purpose, and besides all this these warrants were paid by me out of the county treasury, as other school warrants, and not paid by treasurer of Okolona. After consulting the superintendent's stnb certificates, I find that for the scholastic year ending October 1, 1892, he had issued to teachers teaching in Okolona, for county pupils, $205 70; of this amount I had paid on warrants so issued $84 60, leaving balance unpaid October 1, 1892, $121.10; have paid some since that date. I can't see how the treasurer of Okolona reports having received anything from this source. As before stated these warrants have ever been paid by me, as other school warrants.

Respectfully submitted,

J. F. Thompson, Treas.

Narrative Reports.

ADAMS.

J. W. HENDERSON, SUPERINTENDENT.

SCHOOL FUND—Under the old revenue system, the entire fund derived from the State was inadequate, even with the utmost closeness in management, to provide a four months term.

Under the present system, the State distribution will maintain our schools four months, (allowing teachers an average salary of $42.31.) The sentiment of our people is averse to a county tax for the purpose of extending the term.

PROGRESS OF TEACHERS—In knowledge of text-book, and in management of schools, the teachers of this county are progressing, not rapidly, but steadily. In the matter of professional study there has been been a very marked improvement. The latter movement makes itself unmistakably apparent in appreciation, and use of the—

TEACHERS' LIBRARY—We have two libraries—fifty volumes each, or a total of one hundred volumes—for the two races, and the demand upon them is large and constant. The cost of these libraries was partly defrayed by voluntary contributions from the teachers. The simple announcement, that educational laborers of the State have devoted a portion of their meagre salaries toward fitting themselves for school work, is a strong appeal to our Legislature for an increase of the appropriation that provides a teachers' library.

COUNTY INSTITUTES—The county Institute is a reunion of kindred spirits engaged in a great calling, and as such has demonstrated itself to be a most timely stimulant. It draws its impetus from a world-wide movement toward concentration, in kind, of energy, and in practice has proved the stepping-stone upward, supplying supplemental instruction brought closely home by able conductors,—developing joint discussion, that brings to light hitherto obscured talent, or quickens hitherto latent thought. It is an invaluable helper to the inquiring teacher. One marked feature of the county Institute, is its success in bringing together all instructors of youth, private as well as public.

Thus aggregated in one corps, mutual understanding, mutual appreciation, mutual interest, have been evolved, and an educational movement formed, and altogether most happily promoted.

Attendance has been all that could be desired. That of our white Institute held in August was eighty-five per cent, that of the colored ninety-eight per cent., the percentage of non-attendance being due in both instances to distance, absence from the county, or to strictly unavoidable causes.

SECONDAY EDUCATION—The city of Natchez is the only separate school district in Adams county. The white school of the district, conducted by one principal and fourteen assistants, has an enrollment of 611. The colored school under the management of one principal and twelve assistants has an enrollment of 847. The maximum limit of the curriculum of these schools, corresponds with the State first grade, but only a small proportion of pupils, especially of the male sex, continue in attendance long enough to acquire a thorough mastery of the required course. The length of the term is nine months.

Private schools in the city are maintained for an equal period. The latter are under the charge of thoroughly earnest teachers, to whose competence, their graduates give unmistakable testimony. These private schools—notwithstanding the fact that our public schools have an enrollment of nearly fifteen hundred—show an attendance of seven hundred. In the county, outside of its separate districts, we have an institution that rises above the ordinary level of the high school—

JEFFERSON COLLEGE—This is a chartered institution, having a fair endowment and has been recently converted into a military school. Jefferson College is located in the village of Washington, about six miles from the city of Natchez. Both boys and girls are admitted to its classes.

SCHOOL DISTRICTS—The present law works well, and the writer believes that any change would be for the worse.

SCHOOL HOUSES—The school houses of Adams county are decidedly better than they were four years ago, but by no means as good as the interests of our school system demand. There is a growing disposition to make the school house more comfortable, but thus far the energy of patrons has expended itself upon the edifice, and recoiled from the demand for school furniture.

Our city schools are fairly equipped, but our country. schools, speaking in general terms, are not equipped at all

BOOKS—A large proportion of our country pupils are well provided, but in every school there are some who attend without books or slates, pleading in excuse, inability to procure them.

PUBLIC SENTIMENT—Scepticism concerning the utility of educating the negro, and the old objection to all schools that are not parochial, still exist, but a large preponderance of public sentiment is favorable to our present system.

ALCORN.

J. R. REYNOLDS, SUPERINTENDENT.

SCHOOL FUND—I believe the people of this county are well pleased with the change made in the school system. They understand that it was intended to place all in equality, both as to the burdens and benefits of the public schools.

The towns generally have been more prosperous than the country, and the accumulations of trade have been much greater in the past few years than the accumulations of agriculture, which, with the advantages given the towns by the old system, encouraged a jealous hostility on the part of the country against the town people. They justly believed that, as the accumulations of trade was the result of their patronage, it ought not to be isolated, but should contribute its part towards educating the poor children of the county. Under the old system in this county the town of Corinth had $800 worth of taxable property to each educable child, while the county (not including Corinth) had only $200. It required a three mill tax in the county, in addition to the other funds, to run the county schools four months, whereas the same levy in the town of Corinth enabled them to run the school seven months, and their teachers were paid a much higher salary. Had they used the same economy as was used in the county, their school could have run several months longer. The change gives the county schools five months, with less taxes than they paid under the old system to run four months. The State furnishes enough to run the schools four months, and the Chickasaw fund runs them one month.

The following shows the average salaries of teachers last year:

White—Males......$ 32 97 Females............$24 76

Colored—Males..... 22 20 Females............ 16 10
Average of both races, $26.91.

There is no complaint on the part of the town; the burden is heavier, but it is regarded as just and strictly democratic, and the prejudice against and jealousy of the towns have been very much allayed. But much good and no evil has grown out of the change.

The people are opposed to a county tax for extending the county term, claiming that their children are needed at home during "crop time," and therefore cannot send them more than five months.

PROGRESS OF TEACHERS—Teachers are gradually improving in their knowledge of text books and in their conduct and management of schools, the natural result of increased professional study.

TEACHERS' LIBRARY—We had no surplus Institute fund to expend for a teachers' library. Those teachers who most need a library have not subscribed, and the others either have one of their own or one to which they have access. So that we have no library fund.

COUNTY INSTITUTES—Forty-two white teachers attended the County Institute. Some of those were not really engaged in teaching, about sixty per cent. of the white teachers of the county being present. Thirteen colored teachers attended the Colored Institute, being about sixty per cent. of the colored teachers. I believe the result has been beneficial, many of the teachers having received a stimulus to advance themselves, which they will not soon forget.

SECONDARY EDUCATION—We have one separate school district in the county, viz., the city of Corinth, one female college and two high schools. The separate school district of Corinth has one graded white and one graded colored school, which run seven months in the year as public schools. The graded white school runs three months more as a private school. These schools are in a progressive condition.

The Corinth Female College, under the management of Miss Young, is doing excellent work, but for some reason the school does not receive the patronage it deserves, and the attendance is decreasing.

Kossuth High School, under the management of Prof. J. R. Austin, is said to be in a prosperous condition and has a large enrollment.

Jacinto School, under the management of Misses Looney and Bellamy, is the oldest school in the county, and has made a good reputation as a high school. It is still doing a fine work, having a larger enrollment of pupils this term.

SCHOOL DISTRICTS—The present law of districting the county has operated well, except in about five cases; in some of these the shape of the district (made so as to obtain the necessary territory) makes the distance to the school house too great for some of the children, and in others water courses and other obstructions prevent the attendance of some. I think that the law should be changed so as to make the maximum number of schools, for either race, in the county equal to one-ninth of the number of square miles in county, and in some special schools, to make the territory less than nine square miles. The maximum number of school districts, both regular and special, not to exceed one-ninth of the number of square miles in the county. I believe that would give satisfaction, and place school facilities within the reach of all.

SCHOOL HOUSES—The school houses have been improved and made more comfortable, many of them being in good condition, but still there are some that are not fit for the purpose for which they are used. Some are supplied with desks, all have black-boards, which are generally on a par with the condition of the house.

BOOKS—The children are generally well provided with the text books adopted.

PUBLIC SENTIMENT—I believe the sentiment of the people is in favor of public schools, and I have no knowledge of any objections against them.

AMITE.

GEO. A. MCGEHEE, SUPERINTENDENT.

SCHOOL FUND—The school fund received from the State was not adequate to pay teachers renumerative salaries, which ranged from ten to thirty dollars; in some instances patrons supplemented the salaries, but as a general thing many first-class male teachers refused to accept the salaries, thereby depriving the children of valuable workers. Under the old law the fund was sufficient to pay salaries from fifteen to fifty dollars, and the county could have had a five months' term the past year had not the balance of 1891 and '92 been used to liquidate the old school debt. The people are not in favor of an additional tax, at the present time, to extend the term to six or eight months.

PROGRESS OF TEACHERS—The white teachers are improving on all lines; the necessity of more than a mere knowledge of the public school curriculum has induced many to attend college where the powers of the mind have been expanded and stimulated, thereby giving the people a new system of education; the examinations as now held afford another means of rendering teachers more efficient; the preparations for examinations, the work in examination room and the able manner in which the questions are prepared, all conduce to the educational qualifications of the teachers. The teachers now recognizing the fact that "reading makes a full man," read a great deal on such subjects as will make them better instructors. The discipline is fair, but the management in some schools not so good as to be termed first-class.

Four teachers from Amite have taken a special course in pedagogy, but salaries are too small for them to teach here; they therefore have sought employment in other counties or gone into some more renumerative business.

TEACHERS' LIBRARY—A teachers' library was purchased, this year, which contains twenty-seven volumes. They are taken out and read by the teachers with beneficial results.

COUNTY INSTITUTE—The attendance at Institutes held in 1892 was large, being fifty per centum of white teachers licensed, and ninety per centum of colored. The interst manifested was very encouraging and much good work was done, evidenced by the fact that many teachers carried the knowledge gained in these institutes to their school work. The attendance for 1893 was not so large, being only about twenty-five per centum of white teachers and thirty-five per centum of colored teachers.

SECONDARY EDUCATION—There has not been any separate school district in this county. With the commencement of this scholastic year, 1893–4, the city of Gloster declared itself a separate school district; the city has erected a fine two-story building at a cost of eight thousand dollars, large enough to accommodate four hundred pupils, and the school is now in progress with a fine corps of experienced teachers. The Gillsburg Collegiate Institute, Chas. Hooper, president; the Liberty Male and Female College, P. L. Marsalis, president, and East Fork College, J. J. Lee, president, are all first-class institutions and are doing much towards advancing the educational interests of the county. The teaching corps of the county is constantly augmented by graduates from these institutions.

SCHOOL DISTRICTS—The operation of the present law has a tendency to systematize the school work; the confining of children to their own district is already working to the interest of the schools, and the district map required by law, aside from the intention as a guide for the teacher in knowing his school district, is a source of practical education to patrons, children, and, in many cases, the teacher.

SCHOOL HOUSES—A few school districts have good school houses, but as a general thing the house serves only as a place for the collection of children and to keep them out of the rain.

BOOKS—The white children are very well supplied with books except in isolated parts of the county, where it is very inconvenient to get them; none are used in district schools except the adopted text books. The negro schools are not provided with books, poverty being pleaded as the cause.

PUBLIC SENTIMENT—There is no opposition to the public schools in Amite county; the people are waking up to the fact that it is only through these that the masses can be educated; there is no doubt that these schools rightly taught and endorsed by the patrons will furnish a liberal education to the poor of the county. One gentleman remarked "I have patronized my school during the public term only, my children have completed the public school course, and he who says the public schools of Amite county are all a farce, does not send or take any interest in them."

ATTALA.

T. J. FOWLER, SUPERINTENDENT.

SCHOOL FUND—There is but little difference between the school fund under the new and old revenue systems—the revenue under the present system being slightly in excess of that under the former system. The present fund will maintain the number of schools in my county for four months, at an average salary of about thirty dollars per month. So far as I have been able to ascertain, the sentiment in favor of a special levy to extend the time, is very favorable. Had the petitions, prepared and sent out during the session of our Institute, been returned to me in time to have been acted upon by the Supervisors, I have no doubt but that the time would have been extended the next scholastic year of 1893 and 1894. There is, of course, some objection to this additional tax, but it is my opinion that this opposition will give way after the benefits of an eight months term are contrasted with those of the exceedingly short term of four months.

The question to be considered by us, at present, is not so much an increase of salary, as it is an increase of our school term. All my energies, together with that of the teachers of my county, will be enlisted, during the next scholastic year, for the accomplishment of this supreme object.

PROGRESS OF TEACHERS—The progress of our teachers in a knowledge of text books is not as great as I think it should be. I hope to remedy this defect by rigid examinations, and either force the teachers to adopt a more systematic study of text books and consequent improvement, or force them to give place to a more energetic and progressive corps of teachers. This neglect of text-book study, however, does not extend to all our teachers, but it is my opinion, based upon close observation, that the majority could make much greater progress than they do. Teachers must make a diligent study of the subjects to be taught in our public schools, or give place to those who will prepare.

In the management of schools, teachers have made considerable improvements. In this respect, I am pleased to say, many of our teachers have made rapid advancement. A number of our teachers avail themselves of all information that will increase their knowledge of the profession.

TEACHERS' LIBRARY—We have, at present, 22 volumes. This number we expect to increase as rapidly as possible by a tax, assessed yearly, on each member of the County Teachers' Association, and by voluntary contributions from teachers and other individuals, who feel interested in the improvement of the teachers and school work of our county. It has been but a short time since the books composing the library were purchased; consequently, but few teachers are using them. It is our purpose to have the number of books in the library equal to the number of teachers in the county, and thus be enabled to place a good book in the hands of every teacher in the county at the same time.

COUNTY INSTITUTES—We had in both Institutes—white and colored—about 100 teachers, or about 70 per cent. The work performed in these Institutes was very beneficial to the teachers, and through them has produced a wonderful effect upon a large number of our people. These Institutes act as a great stimulant, both upon the teachers and the general public, and, in my opinion, will do more towards advancing the cause of education in the county than anything else.

SECONDARY EDUCATION—We have one separate school district—that of Kosciusko—in our county. The white school, at present, is under the management of Prof. G. F. Boyd, aided by an able corps of assistants, and is in a fair way to become one of the best schools of the kind to be found anywhere in the country. We have no colleges or institutions of learning for the higher education of our people.

SCHOOL DISTRICTS—The present method of limiting the school districts to one school for every ten square miles is not satisfactory to the people of our county. In a section of country cut up by numerous creeks, many of which, for a great part of the winter season, are difficult to cross, it is an extremely difficult matter for the County School Board to so locate the schools as to comply with the requirements of law, and at the same time place all the children within reasonable distance of their schools.

SCHOOL HOUSES—The houses in which the white schools are taught will average very well. Most of them are comfortable, well lighted and supplied with stoves, black-boards, good seats, desks, etc. The houses used by the colored people, with some exceptions, are very inferior and almost totally destitute of school furniture. Several new houses have been built and others are being constructed. As soon as the school districts can be properly arraeged and firmly established, I believe that the spirit of progress in other things will extend its influence to school buildings and equipments.

BOOKS—There are no text books used in our schools except the adopted series. The people should furnish their children with more books than they have in most schools, as it appears, by examination, that many pupils have not a sufficient supply.

PUBLIC SENTIMENT—There are no objections of any importance urged against the public school school system as carried on at present, except the shortness of the term. Patrons realize that results are not as good as they expected, and this, in my judgment, will have its influence in extending the term.

BENTON.

L. E. LIPFORD, SUPERINTENDENT.

SCHOOL FUND—Under the old revenue system Benton county received from the State and county for school purposes about $6500, exclusive of the Chickasaw fund. Under the new revenue system it receives from the same sources about $8000. Therefore, the county receives nearly $1500 more under the new system than under the old. The State distribution is not quite sufficient to run the schools four months annually. It would pay an average salary of about twenty dollars per month to both races.

There is a division of sentiment with reference to the levy of a county tax for an extension of the school term. A majority are at present opposed to such levy because the people cannot receive the full benefit of a longer term than five months. Hence the money would be measurably lost to a large portion of the children of the county, and only a few profited by its expenditure.

PROGRESS OF TEACHERS—The teachers, in respect to text-book knowledge, are progressing slowly but steadily. In their examinations and in the Institutes a majority exhibit advancement along this live.

They are not only progressive as to the subject matter in the text-books, but in the general management of their schools. They are making more rapid improvement along this line than along the first mentioned. This is shown by the hearty endorsement of the patrons of the schools and disposition on the part of the same to patronize and sustain the schools.

The progress in professional study is not as general as it should be; however, many of the teachers are favorably inclined to this work, and are using all possible means to make advancement in this, as well as in other lines of work.

TEACHERS' LIBRARY—We have no teachers' library. Our Institute fund was small and not sufficient to purchase books. A small amount was subscribed to the library fund by the teachers attending the Institute. This, with what can be afforded from the Institute fund next year, will be sufficient to purchase a few books for library, to which I hope to add from time to time in the future.

COUNTY INSTITUTES—Twenty six teachers attended the Institute. This number is sixty per cent. of total number actually engaged in teaching. The Institute resulted in much good to people and teachers.

SECONDARY EDUCATION—There has been no separate districts in the past in this county. The village of Hickory Flat, I understand, has been declared a separate district recently, but I have had no official notice of such action. There are three high schools in Benton county, to-wit: Hickory Flat Normal College, Ashland Academy and Hopewell Academy. All of these are prosperous and doing good work.

SCHOOL DISTRICTS—The present law of districting has operated fairly well, with a few exceptions. In some cases, especially where there are few children, the site of the school house cannot be located sufficiently near all.

SCHOOL HOUSES—About one-half of the school houses of this county are in good condition. There is a greater disposition on the part of the people to improve their school houses than heretofore. Some good houses have been built during the year by private enterprise.

BOOKS—In the white schools I find nothing else but the adopted books, and generally the pupils are well satisfied. In the colored schools the pupils are poorly supplied with books.

PUBLIC SENTIMENT—It is generally favorable to the public school system. There are few objections urged against it. It is claimed that the trustees should have the right to open and close the schools at their option, and that children should be allowed the privilege of attending the school most accessible to them, regardless of district lines.

BOLIVAR.

N. B. SCOTT, SUPERINTENDENT.

SCHOOL FUND—Under new system we get about $4000.00 more yearly for schools than under the law prior to Constitution of 1890. The State distribution will maintain all schools four months annually, at highest salaries allowed by law.

The people at present do not favor any tax except what is absolutely necessary to pay present indebtednes and actual running expenses of the county. The Board of Supervisors, acting on this doctrine, refused to levy any school tax this year.

PROGRESS OF TEACHERS—Teachers have improved some in knowledge of text-books. As a rule they stand better examinations than they formerly did, which shows that they are studying the text-books.

I believe there will be marked improvement in their actual conduct and management of schools, because of attending the Institute and reading books in the teachers' library. They are interested in their work and generally study for the interest of their profession.

TEACHERS' LIBRARY—We have twenty volumes in library. Teachers are subscribing liberally for the library; their subscriptions to be taken out of their first month's salary. This will give us a good library, which the teachers will use freely.

COUNTY INSTITUTES—Eight white and thirty-eight colored attended the Institutes. Very few white teachers actually reside in this county. A majority of the colored teachers reside here. About eighty per cent of those actually residing in this county attended. The teachers took great interest in the Institute work and it has undoubtedly improved their teaching qualifications. The community at large took no interest in the Institutes.

SECONDARY EDUCATION—There are no separate school districts, colleges or high schools in this county.

SCHOOL DISTRICTS—Under the present law the schools are more evenly divided than formerly.

SCHOOL HOUSES—A few schools have comfortable houses, but nearly all white schools are taught in private dwellings. All colored schools, except one, are taught in churches. By using the churches the colored people generally get good houses in which to teach. If times ever ease up a little the people will improve their school houses and equip them better.

BOOKS—All white children are supplied with the adopted books. The colored children use the adopted books, but they perhaps should have more books in each school.

PUBLIC SENTIMENT—Public sentiment is favorable to the public schools. No objections have been urged against public schools, except the short terms. They want longer terms, but are not willing to tax themselves.

TIME THAT SCHOOLS SHOULD OPEN—Schools should open on first Monday in October. During winter months many children cannot attend on account of long distance through mud, etc. To divide the term and teach part in fall and part in spring is little better than no school.

PRESENT SCHOOL LAW—The present school law is so thorough, and under it the schools are so evenly distributed, that the parent who permits his child to remain at home during the school term should be severely punished.

CALHOUN.

J. A. SIMS, SUPERINTENDENT.

SCHOOL FUND—At the beginning of term nearly two years ago my county had an outstanding indebtedeess on the school fund of about $17,500.00, caused by the payment of large salaries by my predecessor to unworthy teachers. At the close of his term he had set the salaries as before, and had paid out during the months of November and December so much of the fund that it was a difficult matter to get the salaries properly arranged. In doing this I had to regrade the schools, in order to get inside the available fund, which necessarily made the salaries for the remainder of the term very low.

One year past I fixed the salaries so as to run the schools five months (except in the Choctaw portion) on an amount equal to that used by my predecessor for four months. The amount under the new revenue system is not equal to that of the old system, nor will it maintain the schools four months and pay the teachers what they should have, paying only about fifteen to thirty-five dollars per month. I paid the Chickasaw fund to the Chickasaw portion of the county on the fifth month, thus extending the term one month in that part. The people of that part were well pleased with the term thus extended.

Progress of Teachers—The teachers are progressing in knowledge of the text books by taking advantage of the summer Institutes and of the colleges.

In the Management and Conduct of Schools—The teachers are making some progress, though the average teacher has not made the advancement he should.

Professional Study—In this line of work more is wanting than in all else, though there has recently been an interest aroused not heretofore expected.

Teachers' Library—I have purchased eighteen volumes. They are now in the hands of the teachers. At an early date more of the best selections will be added to the library. I have purchased a first class library book-case.

County Institutes—About seventy-five teachers were in attendance—about 66⅔ per cent. of the number in the county. The Institutes will no doubt be of lasting benefit to the teachers. A goodly per cent. of those who failed to enlist in the good work will drift out of the school room.

The people were highly pleased with the Institute and so express themselves.

Secondary Education—We have no separate school districts in the county; have only three regularly chartered schools, I believe. They are doing good work. Several high schools, but I believe only two of them have had more than the free term taught for the past two years.

School Districts—There has been considerable confusion under the now system of districting, but I think most of the schools are properly located now and nearly everybody satisfied.

School Houses—Most of the country houses are very inferior and poorly equipped—some not even furnished with a black-board. This is usually left for the teachers to do at such places. At others, though, where there are enterprising patrons and citizens, the houses are about as good as those of the towns; none owned by the county, but most of them are located on the lands of individuals; others, by the trustees and their successors for the use of the schools.

BOOKS—The adopted books are universally used, I might say, though once in a while I find a "story book" in the school room. The teacher either claims that the owner does not use it, or that his parents are too poor to purchase, and that he has to use it to study at all.

PUBLIC SENTIMENT—The people generally endorse the public school system very highly. In fact, they would not do without it for twice the cost of maintaining it. But now and then I find an old fellow who got his "larning" forty or fifty years ago in an old log hut with split logs for seats, from a backwoods teacher who probably could not teach "baker or botany" correctly. His taxes are too high!

EXEMPTION—Two teachers in the county are exempt from examination under the five years exemption clause; others would have been had they continued teaching, and others had they remained in the county.

Quite a number are now teaching under three year licenses issued by my predecessor.

CARROLL.

B. F. WILEY, SUPERINTENDENT.

SCHOOL FUND—There is but little difference in the amount of school funds in this (Carroll) county under the present and old revenue system. The school fund is adequate to maintain the schools four months; but it is at a small salary. The average salary is $28.51. We really need $2000 more. At present our people are opposed to a special tax for extending the term. I think, however, that we will soon be in a financial condition to extend the term.

PROGRESS OF TEACHERS—While many of our teachers are not as progressive as I would like to see, yet I believe we are doing as well as could be expected. Since I took charge of this office many of our teachers have found it necessary to attend school again in order to get a certificate to teach. A large per cent. of those who held first grade were given second grade. The result was dissatisfaction for awhile, but some of them attended school again and now acknowledge the wisdom of our Board of Examiners. I think the schools are being managed much better than heretofore. I spend a good portion of my time with the schools, and as a result the teachers are prepared for my presence. I, with a number of our teachers, read books on teaching and some take the Teachers' Institute.

TEACHERS' LIBRARY—We have not purchased our library. I have $15 on hand and a subscription of about $25. I am waiting for the teachers to receive their first month's pay so I can collect the amount subscribed (and more too) and then we will order the library. We expect to get the most of our library by private subscription.

COUNTY INSTITUTES—There were forty-seven whites and forty colored teachers present at our Institute. We had about seventy per cent. of our white teachers and about sixty per cent. of the colored. The teachers left the Institute determined to do better work. I think that many, if not all of them, realize their responsibilities more than they did before. The people of the community in which the Institutes were held were well impressed—thought that it was the very thing that the teachers needed. Parents' night was well attended and greatly enjoyed by the audience. We had some good talks.

SECONDARY EDUCATION—We have no separate districts. We have two colleges and two high schools in this county. They are in tolerably good condition, and progressing as well as could be expected at present. The attendance is larger than last year.

SCHOOL DISTRICTS—The only trouble we have in our school districts is the location of our school houses. The law is all right. Our county needs redistricting but it would change the location of nearly every school house in the county to make the necessary changes. Although it will be quite expensive and will give considerable dissatisfaction for awhile I think I will make the change next year. We need fewer schools but better ones.

SCHOOL HOUSES—A majority of our school houses are in a bad condition; several of them have been improved this year, but others are in no condition to have winter schools. Our people in the country complain of poverty so much that it is hard to get them to go to any expense for any thing. In an article published in one of our papers I urged the patrons of schools to have better school houses, but I will have to wait until I visit the schools again to see the result.

BOOKS—We use none but the adopted books in the public schools of this county. The children are not provided with books as they should be. I sometimes find as many as five children from one family with no more books than one needs. Such, of course, is an exceptional case.

PUBLIC SENTIMENT—I hear but little objection to public schools. Most all regard this system as an important factor in the education of our country. Some, however, object because each race does not pay for the schooling of its own color. This is an objection that may become serious.

CHOCTAW.

V. J. BELL, SUPERINTENDENT.

THE SCHOOL FUND under the new system is about the same in amount as was raised under the old revenue system, and much more stable, as under the old system it varied owing to the amount of the levy made by the Board of Supervisors. It is adequate to maintain the schools for four months (as the number of schools has been reduced under the new district law) at salaries ranging from $15 to $35. Sentiment is against a levy to secure an increase in the fund to lengthen term (so far as I have been able to obtain). However, some favor it.

THE TEACHERS are much better qualified than they were two years ago, in tests; and in the actual management and conduct of the schools, the improvement is very marked, with some few exceptions, where ancient sentiment predominates. Professional study is not very contagious, yet most of the teachers seem to be well up.

TEACHERS' LIBRARIES.—There is no teachers' library, although strenuous efforts have been made by myself and some others to secure one, but failed on account of the necessary funds.

THE COUNTY INSTITUTES, held under the able and zealous management of Profs. Abernethy and Whitfield, proved a success of which all were proud that attended, filling many with the fire which will be as bread cast upon the waters. About sixty per cent. of white teachers attended, and about seventy-five per cent. of the colored teachers. The rays of light that were diffused are already beginning to shine here and there.

SECONDARY EDUCATION—There are no colleges and separate school districts in this county. Six high schools, viz:

Ackerman Graded Normal High School, French Camp Academy, Central, Misssissipi Institute, Weir Normal High School, Chester Normal High School and Blythe's Creek Normal High School.

The Ackerman Graded Normal High School, under the able and efficient management of Prof. W. H. Smith, is proving to be an important factor in the training of live, progressive teachers. They have made considerable improvement in the past two years in the way of furnishing their school buildings, which are large and commodious.

Chester, Weir and Blythe's Creek Normal High Schools are making moderate progress, their condition reasonably fair.

The French Camp Academy and Central Mississipi Institute are located at French Camp, and under the supervision of Central Mississippi Presbytery. I am not familiar with their praclical workings, but from the students examined from these schools the work they do is thorough and efficient.

SCHOOL DISTRICTS—The present law has not operated well, but has caused much worry, trouble and dissatisfaction and endless confusion. The law should either be repealed or so changed as to give more latitude, especially in counties situated as this, with so many impassable obstructions, etc.

SCHOOL HOUSES have been somewhat improved in the past two years, but the redistricting of the schools has greatly embarrassed this important work. The disposition to improve and equip houses is marked in some districts while in others the ancients rule. The endless confusion caused in locating the schools works hardship on all parties interested in school work.

THE ADOPTED BOOKS are in use altogether, but the children are not as well supplied with books as they should be; more especially is this the case in the negro schools. Really, this is the greatest draw-back to the successful operation of the schools in this county. If something could be done to remove this difficulty, it would, in my judgment, mark an era of progress in the education among the masses of this State, that would not only soon place the students and schools, but the future citizens as well, upon a higher plane of educational action and development.

PUBLIC SENTIMENT—There is no special objection urged against the free school system of which I am conversant.

CLAIBORNE COUNTY.

C. K. REGAN, SUPERINTENDENT.

SCHOOL FUND—(1) *General County.* In order to make a comparison between the amount of school fund distributed to this county under the old and the new systems, and to deduce accurate conclusions, I have taken the fund of 1890—1891 as the basis of comparison, as it was distributed strictly in accordance with the requirements of the old constitution, while that of the succeeding year was composed of several supplemental items, and is therefore of inferior value for purposes of comparison.

(a)	Distribuiton for	1890–'91	to whole county...	$12,523 42
(b)	" "	1891–'92	" " ...	$14,319 75
(c)	" "	1892–'93	" " ..	$14,007 52

These annual payments are shorn of all incidentals and extra collections, and therefore represent the bare sums pledged by law under each system.

By reference to the figures (a) and (c) above, an apparent increase of $1,484.10 in favor of the new system is indicated. But we can account for most of this increase of the county fund on the grounds that the enumeration of the educable children in 1892 added 557 persons to that roll more than were on it in 1890, and further increased the fund due the county to the amount of $1,002.60, on a basis of $1.80 per child.

In reality, there is a slight, though inappreciable decrease in the distribution, the educable children of 1890 receiving $1.83 per capita, while those of 1893 receive $1.80. In effect, however, the State distribution per capita remains about the same under both systems. The general county levy has not changed its aggregate rate at all.

The popular sentiment is strongly in favor of the New System, however, and the only clog to its perfect efficiency, and that which excuses the heaviest drain on the State's five mill revenue, is the inadequate provision of our statutes for the collection of the poll-tax. The delinquencies in that line for the past two years, in this county, amount to $5,500, and the ruling of the Attorney-General, has so tied the hands of the sheriff that any attempt to collect it is treated with derision.

The fund received from the State permits me to run the schools six (6) months, and I am enabled to pay teachers an average salary per month of $32.00.

It is with pardonable pride that I say the citizens of Claiborne are as thoroughly imbued with the spirit of educational progress as any people in Mississippi. Through their broad-minded, patriotic Board of Supervisors, they placed in my hands the sum of $2855.25 from their general fund, which enabled me to keep open the doors of every school for one hundred and fifty-eight days (8 months) during the past term.

As if to further reinforce their convictions, they have given me a two mill levy, (or $3600) for maintaining the schools eight months during the incsming term. So thoroughly aroused—enthused, I may say—are the patrons, that those of *ten* schools, on my general recommendation, raised funds by *private subscription* to have their schools taught during October; thus insuring *nine* months' tuition to fill one-sixth of my public schools. My design is to gradu-educate them all, up to working after this fashion, and then they will give me the money for what I am working—school terms of *nine* months.

TOWN SCHOOLS—*Separate District of Port Gibson*—The general belief of our town citizens is that the New System, together with the curtailment of the Liquor tax, has crippled their resources and added to their educational burdens. I am prepared, however, to show that these views and assertions are highly erroneous.

(a) In 1890–'91, the State paid $644.37; the Liquor revenue was $700; while the town tax was... $1646 96
(b) In 1891–'92, the State paid $1054.17; Liquor revenue was $400; while the town levy was.. 1442 08
(c) In 1892–'93, the State paid $1233.93; the Liquor tax, *nothing*; leaving the town tax of......... 1595 48

Now, what do we gather from these figures in (a), (b) and (c)?—the two former under the Old System, the last under the New? Comparing (a) with (c), we find that, although the revenue from Liquor was $700 in 1890–'91, the town special tax was $51.48 *greater* for that term than the same tax in 1892–'93. (c). The State fund for 1890–'91 (a) was much less, it is true, but this only had the effect of *increasing* the local burden.

In 1891–'92 (b), the town special tax was only $1442.08, an absolute reduction in this tax from that in (a), of $204.88, despite the fact that the revenue from liquor had dropped from $700 down to $400, during this year.

In 1892–'93 (c) there was a slight advance of $153.40 over the town levy of 1891–'92 (b). This advance, however, only brought the total fund of (c) to a parity with that of (b), the former being $2829.41, the latter $2895.25. This slight increase, be it remembered, was not caused by the change of systems, nor by the loss of the liquor revenue. [The same will be true of the fund for 1893–'94]. We will find the causes of the increased levy and expenditures in the yearly increase in the pay roll of the teachers and incidental expenditures. The teachers' monthly pay roll is as follows:

(a) For 1090–'91, $299.
(b) For 1891–'92, $336.72.
(c) For 1892–'93, 371.94.
For the incoming term it will reach $400.

Were the salaries standing now at $299, as they did under the old system, and other expenses in the same proportion, the town tax for 1892–'3 could have been reduced $650.

That is to say, in spite of the assertions of the friends of the separate school district, under the new system, with no liquor tax, they have been able to make an absolute reduction in their special town tax of $204.88 from that of 1890–'91, and while there is only an apparent increase in the tax of the next year (1891–'92), they are able to add $650 to the yearly salaries of their teachers, besides putting out large sums for repairs, etc., in 1892–'93. Besides this, the popularity and efficiency of their schools have been raised to a high standard. These statements are simply unanswerable.

PROGRESS OF TEACHERS—(a) After a careful survey of the field, and estimating from the results of examinations held during the year, I fear a majority of the teachers are not keeping apace with the demands of the times, and have not posted themselves on their text books as they ought to have done. About fifteen or twenty of the faithful white teachers have used due diligence in this direction, and though they sometimes fail to obtain the desired first grade license, they renew their assiduity to their studies. The remainder, and nearly all the black teachers, make poor effort to improve themselves. By referring to my register, I find that of forty-eight negro applicants examined on September 23, one-half failed, while only two of the remainder received first grade, five the second grade, and seventeen the third. Of twenty-one whites examined, six earned first grade, two second grade, and two the third grade.

This lack of preparation is the more noticeable in applicants who come from other counties, whom I require, without exception, to be examined here. The greater part of them come bolstered up with licenses of two and three years' validity; but when the magic touch of our *honest* examinations is applied, where true merit alone wins, away go these pretentious documents, and the struggle is to maintain even a decent average, very often even in the second grade.

County superintendents and examiners commit a grievous wrong, not only to the children in our schools, not only to the tax payers, but to the teachers themselves, in permitting the loose methods which characterize the examinations in many of the counties. Teachers that can earn licenses by some hocus-pocus can never be persuaded to "dip deep in the Pierian spring" of text books, hence they remain "whited sepulchres" to the end.

But the clamor of our people, calling for teachers of ability, of literary attainment, of professional skill, to take control of our long-term schools, has had the effect to create an activity among our teachers for meeting these requirements, which is very gratifying and encouraging. They have seen the trustees of the county schools investigate carefully the merits of the 150 applicants whose names were before them, and they have realized that they must align themselves with the best, or be crowded to the wall. It is right, and I rejoice to know it.

GRADED COUNTRY SCHOOLS.

(b) By my direction the teachers reorganized the classes in every school in the county, according to a carefully devised system of grading prepared by me and placed in their hands at the opening of the term. This system divided the pupils into five grand divisions or grades, and specific studies (both number and quantity considered) were assigned to each division; and it further provided for a system of promotions and final graduation.

Every teacher, with but two or three exceptions, went to work in a painstaking, thorough manner to carry out my instructions after they understood the operations; for they saw in it an emancipation from dreary drudgery, a freedom from the capricious inter-meddling of school patrons, and a complete independence of action in making and maturing plans for effective teaching. Some mistakes were made at first, but they made order from chaos, and the machinery of a complete graded system is in effective operation throughout this county. I am therefore prepared to say that while there is still some arrears in discipline, the conduct and management of our schools far exceed in efficiency that of all previous years. Those few refractory teachers were brought to terms without trouble.

(c) About ten of the teachers of the past term claim to have attended (ab) normal schools; but I cannot see that any benefits resulted from the step, for *training* teachers. A slight increase in text-book information was all that could be remarked. Eleven of my white teachers attended the Peabody Normals in June last, and returned, inspired with renewed zeal for the work, and with greater pride for their calling. I look for this little band to form a nucleus of leaven "that shall leaven the whole lump." I have but six professional teachers in my corps at present. With a continuation of our long school terms, I confidently hope to place professionally trained teachers in most of my schools within the next two years. With my experience of the past summer repeated, we shall have the cream of the State from which to select.

TEACHERS' LIBRARY—I have sent an order for books to the amount of twenty dollars—the small balance of Institute fund available. I am not yet in receipt of the books. Akin to this subject, it is proper to add, that about half of my white teachers are subscribers to some educational journal. Much valuable work will result from this investment. The blacks, I regret to say, are totally indifferent to improving themselves along this line, as I have not found one who takes an educational paper. If it were in my power, I would set aside a part of the school fund, as a special fund for furnishing every teacher in my employ with a free subscription to such a paper. The outlay would be fraught with rich returns for my schools.

COUNTY INSTITUTES—The Institutes held in July last far exceeded those of the past in numbers, and active co-operation of teachers. Twenty-three white teachers, out of a licensed list of fifty; and forty-four blacks from a list of sixty, attended the sessions of the respective Institutes.

The line of work laid down for the teachers will be productive of a vast amount of good in the school room. Teachers went away imbued with higher conceptions of their duty, filled with enthusiasm for their work, and anxious to make a practical test in the school room of the principles and methods laid down.

The people at large have, as yet, taken but little interest in the Institutes. The city people are too much concerned with their mercantile pursuits, while the distance is great, and expense considerable for the country citizens (those directly interested) to attend. I think, if the Institutes were held in one of our rural villages, an immediate lively interest would be created among our people, and it would have the happy effect of bringing our patrons closer to our teachers, and educating them up to the true relations that should exist between them, to duties that belong to each side, and to a greater desire to promote the welfare of the schools.

We need *two* Institutes held each year, one at the usual date and one early in January. If the latter is not possible, then the Superintendent should have a general teachers' meeting, continuing at least three days during that month. The value and objects of it will be apparent to any reflecting mind. And the pay of the teacher should continue, too. Yes, hold fast to the Institutes!

SECONDARY EDUCATION—We have, located in the southwestern corner of the county, Alcorn A. & M. College (old Oakland), a group of splendid and costly buildings picturesquely situated. It matriculated 261 colored boys during the term 1892–3, this bespeaking for it a prosperous condition. For good cause, the trustees re-organized the Faculty in August, electing new men to every chair.

CHAMBERLAIN-HUNT ACADEMY, a high school for boys, under the control of the Presbyterian Church, is located in Port Gibson. It is a splendidly endowed school, and has commodious brick halls and dormitories, built on the most eligible lots in the town. It closed a very satisfactory term with eighty boys in attendance.

PORT GIBSON FEMALE ACADEMY, the property of the Methodist Conference, is, as the name indicates, a high school for girls, in the same town. It has no endowment, and owing to the stringency of money matters and other undetermined causes, has been languishing for the past two terms. The attendance for last term was seventy-three. The trustees are making heroic efforts to restore its former prosperity.

PORT GIBSON SEPARATE SCHOOL DISTRICT, having one white and one colored high school, is in excellent condition, both as to corps of teachers, enrollment of pupils and finances. The enrollment of 179 white and 222 black pupils for 1982-93 is the largest on record. The graded system was introduced during the term, and its effect, together with the excellent teachers, has been to popularize the schools to a high degree.

SCHOOL DISTRICTS—The design of the present law is excellent, and its practical workings are very satisfactory. While it developed arduous and embarrassing labors on the School Board in defining and locating each district, owing to the many Spanish and other "claims" in the county, they made very few mistakes and gave very general satisfaction. By assigning definite territory to each school the Superintendent is enabled to decide many disputed points in certain schools, and the right of certain patrons to vote in the annual elections for trustees. Next, it has placed it within the power of teachers and trustees to collate a complete list of every educable child in the county, provided they are not too careless or indolent to perform their duty. Again, and this is a very strong point, it prevents the county from being over-run with many "pet" schools, located in every nook, to appease the "political dragons," and which cause such a drain on the school fund as to guarantee scarcely the minimum legal limit to the school term. It destroys these weaklings and in consequence increases the length of the term, enlarges the salaries of the teachers and improves the morals of the schools.

SCHOOL HOUSES—(a). A reference to my "visitation" diary shows that all of the white schools are generally comfortable, broken windows being the main cause of discomfort in winters. The colored schools are in the same category, except those conducted in the negro churches. These are large rambling buildings, generally leaky, *well ventilated* with many cracks, poorly lighted, with stoves that are warranted to make "smoked bacon" of the pupils on short notice. Yet they submit to these drawbacks very cheerfully.

(b). The Board of Supervisors have been fairly "run into a corner" for the past three months with applications from trustees for aid to rebuild, to repair, to furnish stoves, desks, blackboards, etc. It is a spirit which I encourage and which I am gratified to see thus expend itself. While the granting of the full measure of all the requests would nearly bankrupt the county, the Board has made limited appropriations to nearly all, conditioned that the patrons must first expend a like amount on their schools. These conditions are willingly complied with. Five new commodious frame houses have been built on these terms, and the title vested in the county. There is much room for improvement in the present equipments of ninety per cent. of my schools, as to desks, blackboards and conveniences, and this accounts partly for the run on the Board of Supervisors. I note, however, an increase in value of furniture of $561, over term of 1891-92, and this must evidently represent an actual addition to the old. The enclosed circular letter partly accounts for the present activity along this line (so I am assured.)

BOOKS—Previous to the inauguration of my grading system considerable trouble occured in "persuading" patrons to buy books. They either set up their judgments against the teacher's as to the inutility of certain books, or plead the "poverty act," and the teacher generally through fear of loss of position succumbed to these arguments, and the books remained in the stationer's hands. At the outset I gave positive instructions to the teachers that, as the success of grading depended on a uniform list of studies for each and all, no pupil should be permitted to recite until all the necessary text-books were purchased. This, of course was a last resort, but I am pleased to say it was not called into use, save in very few cases, as parents generally, after catching the scope of my design, cheerfully conformed to its requirements.

To illustrate the improvement in this particular for 1891-'92, the pupils using mental arithmetics numbered 553, grammar 784. In 1892'93 (past term) they were: Mental arithmetic, 1173; grammar, 1205. And the increase is in the same ratio along the whole line. There were 122 children in the fourth grade, and 130 Histories of Mississippi, required in that grade, were reported as purchased.

I am enabled by the grading system to furnish our dealers with a list closely approximating the number and kind of books required for the county annually; and I am further enabled to estimate the exact cost of same to the entire county and to each pupil per annum. Up to date, since the adoption of the "uniform" system (one of the most excellent laws in our Code), the cost of our text-books to each pupil in Claiborne has not exceeded thirty-eight cents per annum—about the cost of a pound of ordinary tobacco! In the face of this showing, parents can no longer refuse to buy books for their children on the ground of poverty or "hard times."

There is a disposition, however, on the part of booksellers in the county to charge such prices for school books (for the cash) as to practically destroy the good results of a "contract price," if it is persisted in, and to make books as costly as under the old regime. Extortion on one side is as bad as on the side of the publishers, and it should be prohibited in both cases. It is the small cloud on the horizon now; but it will grow and eventually depopularize and destroy the uniform text-book law, than which no greater calamity can happen. A simple remedy is to establish depositories in each district of the county, in charge of the members of the County School Board, who will let pupils have books at cost, in case merchants refuse to sell at the retail price. Our Legislature should remedy the evil at an early day.

PUBLIC SENTIMENT—The foregoing pages give, in effect, the answer to this query. Formerly, the short terms, unsystematic methods of teaching, etc., had created a general belief that the school system was about to become a costly failure. Children making the same round in books, year in and year out; losing time from their farms, with no commensurate benefits flowing therefrom; turned loose on society with but meagre education; taxes to remind them of their poor investments; all tended to encourage a spirit of unrest, and of desire to shake off the system. But all this is changed; and they now regard it as the messenger that "beareth glad tidings of great things."

Miscellaneous—Before closing this paper (too lengthy already, I fear) I must refer again to the system of grading inaugurated in this county. The divisions were all successfully organized by the teachers, the assignment of the full modicum of text-book work satisfactorily completed at the close of the term, and the organization, promotions, etc., effected for the term 1892-'94 in every school. With the opening of the schools on November 6, I shall place in the hands of the teachers the enrollment, by Grades, of every pupil in the county, so that by the aid of these rolls they will be enabled to organize, on the opening day, every class in school.

The following is the number of pupils for next term in the respective grades, or divisions:

	WHITES.	BLACKS.	TOTAL.
First Grades	263	1716	1979
Second Grades.............	204	827	1031
Third Grade...............	251	519	770
Fourth Grade.............	157	201	357
Fifth Grade................	68	52	120
Graduated Last Term......	5	0	5
Total Enrollment......	947	3315	4262

CLARKE.

A. TROTTER, SUPERINTENDENT,

School Fund—The receipts in the county are about the same as under the old law, less the fines and forfeitures.

While teachers' salaries are low, some of the better teachers are supplemented by patrons of schools.

There is a growing sentiment to extend school term to six months.

Teachers are improving in text-book knowledge, and show greater desire to acquire skill in management and instruction. But little complaint as to discipline from patrons, and this is mostly from inexperienced teachers.

We have no teachers' library, but the teachers seem disdisposed to subscribe for the purchase of one, and I think before the beginning of the winter schools the county will be the owner of a small library.

The County Institute is a decided improvement on the ormer method. All the white teachers who were in the county at the time, and not sick, save three, were present, and all the negroes but two.

SEPARATE DISTRICT at Enterprise has had a successful year, and the continuance under the same management justifies the belief for another successful term.

Shubuta High School, under Mrs. A. Hand, was a gratifying success to the citizens, who have engaged, for the coming year, the services of Prof. C. W. Anderson and Mrs. Hand.

The districting has had the effect of securing permanency of school locations, and hence in securing better buildings. These have been ceiled in some instances, and thirteen new frame buildings have been erected.

THE ADOPTED BOOKS are used, but not in sufficient numbers; but there is less complaint, on this account, from teachers.

PUBLIC SENTIMENT endorses the free school system, and six months, with three months winter and three summer, would be acceptable to the rural population. One month, under the present four months, is virtually lost to the majority in the country, as shown by the reports for November and June.

CLAY.

B. F. OWEN, SUPERINTENDENT.

SCHOOL FUND—My report for 1891–2 shows the school fund for that year to be $15,444.02. This sum is made up from a balance of $2125.31, brought forward from the preceding year, and from other sources, including the three mill levy. This balance was a saving made from running a four months' term under an economical rate of salaries, under the old law.

Contracts for 1892–3 were made with teachers for a five months' term by my predecessor and carried out by me. But for the change in the law as it was, to that of the new system, I had taught out the term as extended and had a balance to the credit of the school fund to carry forward to the new year. As it was, we had a deficit of $377.50 against us. This deficit, not being provided for by special levy, was left over and paid out of the fund for 1892–3. Practically, our fund for 1892–3, amounting to $14,744.32, diminished by said deficit, left us $14,366.82 to run our schools on, which I did by giving a term of four months, and having a balance to carry forward for the next scholastic year of $45.05—deficit.

Strictly we ought to have a balance to the credit of our fund.

In my county there has been a slight increase of the average monthly salaries of teachers:

Year.	Average Salary.	Income.	Term.
1890–1	$28 16	$14,454 78	4 months
1891–2	29 41	15,444 02	5 "
1892–3	29 54	14,744 32	4 "

With a decreased fund and an increased monthly average salary I have maintained the schools four months.

The sentiment of the people of my county is growing rapidly in favor of an extension of the school term from four months to six or eight months, and many large tax payers are ready to support such a proposition when the opportunity is afforded. To that end the ball is in motion, and in the near future Clay will fall into line with other counties that have already taken the lead.

PROGRESS OF TEACHERS—(a) Under the thorough and practical system of examinations inaugurated by State Superintendent Preston, my county teachers have visibly improved from year to year. All white teachers employed, with few exceptions, are first grade, while the number of first grade colored teachers has increased. The third grade teacher has become a fiction of the past, having diminished to eleven—colored. No teacher can get a certificate in my county without a knowledge of the text books he is required to teach. (b) The management in the school room generally shows that our teachers have given thought and attention to discipline. (c) We have but few who do not avail themselves of the summer schools and institutes to advance their professional knowledge. In short, county teachers have their full share of pride in the profession they have adopted.

TEACHERS' LIBRARY—We have not made much progress in accumulating a library for teachers, having purchased only twenty volumes. The selections being good, our teachers are taking a lively interest in the perusal of them. In response to suggestions in circular letter, we have put on foot measures to increase our library by procuring subscriptions from teachers of a small sum from each, which in the aggregate will help us to effect our purpose.

COUNTY INSTITUTES—The attendance upon the institutes under the new system was about seventy-five per cent. of the entire corps, and much interest was manifested on the part of our people as well as by our teachers. All were pleased with our conductors, and we feel that in their appointment our State Superintendent did well, and we were most fortunate.

SECONDARY EDUCATION.—The condition of our separate school district at West Point, the only one in the county, has not been improved financially, under the new law. The funds for the sustenance of the West Point schools will have to be materially increased by additional city taxation to place them upon the plane upon which they heretofore flourished. The city board will not curtail their term for the current year, and have employed Prof. J. E. Pope as principal, with a corps of well qualified assistants, to conduct the schools. Average attendance about 400 whites and 300 colored. Schools conducted on the graded plan, and satisfactorilly handled.

SCHOOL DISTRICTS—There has been no material increase in number of school districts under the new law. The decrease in required number of educable children to constitute a district has been a blessing to the sparsely settled localities.

SCHOOL HOUSES—Considering the financial condition of our people, the school houses in our county, by their neat and comfortable appearance generally, speaks much for the interest taken in them. While some houses are not creditable, in the main, there is little room for complaint. The colored schools are mostly taught in their churches. Of course, the future holds out hopes that a public fund may improve the present condition as the country is filled by immigration.

BOOKS—As a rule, the law is complied with in the use of the adopted books. Many are too poor to buy their books. Our county adopted Lowry's & McCardle's History of Mississippi, and Lowry's Civil Government, and these books are being rapidly introduced into our schools.

PUBLIC SENTIMENT—The most potent objections to the public school system lies in the fact that the term is too short and the benefit derived too unsatisfactory to be substantial and lasting.

COPIAH.

R. E. A. STUART, SUPERINTENDENT.

SCHOOL FUND—The school fund received from the State during the past year has not been sufficient to meet the demands of education throughout the county, and to maintain a uniform system of schools for a term of four months, at an average salary of $30 a month and will be insufficient for another year.

The public schools, stimulated by the impetus received last summer from the Normal Schools at Oxford and Lake have gained ground with the people of the county, and at present, in spite of the stringency of the times, the schools are overcrowded, and there are constant demands for more assistant teachers in the schools already established. and at the same time in another year there will be a demand for the establishment of more schools, as there was this year.

The present system of revenue, on the whole, is preferable to the old method, yet is inadequate to the demands of education in our county; for with so many schools, and such a large population of whites, so small salaries will not tempt the best teaching force to remain in the county.

SENTIMENT FOR EIGHT MONTHS SCHOOLS—During and after the county institutes of the past vacation, petitions, addressed to the Board of Supervisors, looking forward to the levying of a three mill tax to extend the term to eight months, were circulated throughout every school district, white and colored, in the county, and presented to the board, signed by quite a number of the patrons of the various schools of tho county; but the board didn't deem it expedient just at that time to levy the tax. However, it is only a question of time when this will be done in this county. Quite a number of schools, some in the rural districts, but more generally nearer the towns, have taken the matter in their own hauds, and by private subscription will maintain their schools for six months.

PROGRESS OF TEACHERS—The teachers of this county heretofore have done little or nothing to improve themselves, but since spending the summer vacation at either of the State Normal Schools, they have brought back some of the enthusiasm imbibed there, and in quite a number of cases, have provided themselves with works on education, and are scattering the leaven unto others.

TEACHERS' LIBRARY—Following the suggestion of the State Superintendent, quite a large amount has been subscribed by the teachers of both races for the purchase of a "teachers' professional library." This, with the twenty per cent. of the remainder of the Institute fund, will enable us to buy, in the near future, a library of some 150 books on pedagogy. Besides this, it is our purpose to collect by donation books of reference, and include them all in a library case already donated by the Board of Supervisors.

COUNTY INSTITUTES—Owing to the short time given for announcing the Institute, quite a number of teachers who would gladly have attended the Institute failed to come on account of insufficient notice. However, twenty-five per cent of the white teachers and forty per cent. of the blacks were in attendance, and spent a week profitably in learning the new methods so ably presented by the conductors. The public generally was in sympathy with the Institute, and not only threw open their doors and hospitality to the visiting teachers, but also, quite a number of them took an active part in the meetings of the Institute.

SECONDARY EDUCATION—Copiah county contains three separate school districts: Wesson, the "Lowell of the South," with a magnificent brick building, capable of accommodating 1000 pupils, with a present enrollment of over 600, presided over by a superintendent and twelve assistants; Hazlehurst, with a massive pressed brick structure, with modern improvements, six teachers in the faculty and an enrollment of 250 students; Crystal Springs, with a thoroughly modern school building, perfect in all its appointments, presided over by a principal and five assistants, with an enrollment of 250. All these school buildings cost in the aggregate $55,000.00, are well lighted and heated, and the last is furnished with unique electrical contrivances, invented by the principal in charge, who has also collected one of the largest public school libraries in the State, its contents numbering something over 1000 volumes of choicest works on English literature. Besides these separate school districts, there are several high schools, maintained for eight months during the year: Gallman high school, with three teachers; Rehobeth, with two teachers; Hopewell, with two teachers; Newton Institute (private) with three teachers and twenty pupils.

SCHOOL HOUSES—The school buildings throughout the county are in a bad condition. They are built and owned by the trustees and patrons of the various schools, and are on their own domain. They are not well seated, and none are provided with any kind of apparatus, even of the most meagre kind—not even with enough blackboard surface. Especially is this true of the colored schools, quite a number of which have their session in the summer time, on account of too much ventilation in the winter. Much improvement, however, is seen in this direction during the present session. The teachers are taking the matter of improvement of school premises in their own hands, and by their own individual efforts are raising funds to improve the various schools over which they preside.

BOOKS—All the schools in the county use only the adopted books.

PUBLIC SENTIMENT—The people of the county generally regard the system of public schools as they exist now, as the best system of education they have ever had, proven by the fact that whereas a few years ago there were quite a number of private schools in the county, now there is only one, and that with a very small patronage. The public school, open to every one whether patron or not, is destined to be the freest from censure, and destined to be the best for the education of our youth.

COVINGTON.

N. B. HOLCOMB, SUPERINTENDENT.

SCHOOL FUND—The new revenue system gives to Covington county better results than the old, as the following figures, taken from annual reports made under both systems, will show: Total receipts during the scholastic year 1890-91, including a three mill levy in the county, $4848. Total receipts during the year 1892-93, without any levy in the county, $7246. This is sufficiently conclusive, it appears to me, to give precedence to the new system. The State distribution is not sufficient to maintain our schools four months during the year. The amount we receive would, if it was practicable to so schedule salaries, enable us to pay an average salary of $23 per month to our teachers.

EXTENDING THE TERM—A small majority of the tax payers opposed a levy for extending the term this year. The objections urged were scarcity of money and a dread of a little taxation, and a claim that children cannot be spared from the farm longer than four months. I think, however, that there will be no trouble in having a sufficient levy made another year to extend the term three or four months.

PROGRESS OF TEACHERS—There has been a great uplift to the spirit of the profession of teaching in this county. It seems that the influences are many and varied that have lately been brought to bear on the germ of progress in our corps of young teachers. These teachers, most of them, have a very perfect knowledge of the text-books, *i. e.* those embraced in the public school curriculum, as evidenced by severe test in examinations, institutes and in the school room.

EXECUTIVE ABILITY—Some of our teachers have had professional training and some few considerable experience and possess good executive ability, while very much the greater number have no professional training and but little experience in teaching, but all make a great display of educational zeal. We have a Teachers' Association organized in the county, which meets monthly at the county site. This association is well attended during the school term, and most all of the teachers enter vigorously into a discussion of the best methods of teaching and conducting schools and other matters of importance to teachers and patrons, as published in the leading educational journals of the country.

TEACHERS' LIBRARY—The amount of Institute funds was so small that the Examining Board thought it best to postpone the purchase of a library until an amount sufficient could be had to purchase a library of sufficient size to justify the trouble of purchasing and caring properly for it. A very liberal sum has been subscribed by the teachers of the county to supplement the amount to be drawn from the Institute fund. This library will be purchased this winter.

COUNTY INSTITUTE—About eighty per cent. of the teachers under contract and engaged in teaching attended the County Institute, and about fifty per cent. of the whole number of licensed teachers in the county. The good effect of this (the first Institute holden in the county) was very marked, as teachers, patrons and others took great interest in the cause and work, and the result has been better work by teachers, more satisfaction to patrons and more prompt attendance by pupils; in short the Institutes have done much to arouse teacher and patron to a sense of their duty to the children, and the patron to a knowledge of the difference between a stiff-necked school keeper and a wide-awake, industrious, energetic school teacher.

SCHOOL DISTRICTS—The present law on the districting of the counties works well in this county in one respect only. It saves a great deal of contention as to the proper jurisdiction of patrons. I think if districts after having been established, the territory embraced in each recorded as the law directs, could remain for a number of years without alteration or change of site it would be a splendid thing; but as it now is I can think of nothing that has the effect to operate more against the building of good and comfortable school houses than this law subjecting the school districts to change of boundaries and removal of sites every year.

SCHOOL HOUSES—Good and convenient school houses are the exceptional and very sorry and inconvenient ones is the rule. Patrons show considerable disposition to improve the condition of school houses, and provide them with better lighting, heating and ventilating appliances.

TEXT BOOKS—This county is very well supplied with the adopted text books.

PUBLIC SENTIMENT—There are very few objections urged against the public school system now. The objection most strongly urged is that a four months term each year of public school is the dependence to educate the children, whereas, it is claimed by those offering this objection, that if the public school was not to be had each community would maintain a private shcool for a longer time and get better results even if terms were not so frequent.

DESOTO.

L. J. FARLEY, SUPERINTENDENT.

SCHOOL FUND—Under the old revenue system this county, as a general rule, received more revenue than under the present system, but the present system has the advantage of certainty as to the amount of revenue, which has been ample to run the school four months annually with salaries at $47.81 for white male teachers, $37.04 for white female, $26.08 for colored male, and $20.00 for colored female teachers. The sentiment of this county is opposed to a county tax for extending the term.

PROGRESS OF TEACHERS—The teachers of this county are rather more progressive in qualifications as to knowledge of text books. It has been the idea in this county, among the teachers, until recently, that they did not need text-book knowledge, even in an examination. But I am pleased to report that this idea is becoming a thing of the past, since so many have failed to get license by simply attending the examination. The conduct and management of the schools are much better than formerly on account of the good influences of the Institute, though there is still room for improvement in this line. I find the great drawback with most of the teachers in this county is that they are not teaching as a profession, or with the expectation of making it a profession, but just as a stepping stone to something else; hence, there is little progress in professional study.

TEACHERS' LIBRARY—Our county library is small: only twenty-five volumes, and used very little by the teachers for the reason stated above.

COUNTY INSTITUTES—There were eighty-eight teachers who attended the Institute in this county, which is sixty-five per cent. of the whole corps. There was much good accomplished by the Institute. All the teachers entered into the work, and seemed sorry that it could not last more than one week. The people heartily endorsed it, and are expecting much better work from their teachers next year.

SECONDARY EDUCATION—I am sorry to say this is not what it should be. We have neither a separate school district, nor a college, in the county. We have several private schools which are doing right good work. I endeavored to organize a separate school district at Hernando last fall, but failed.

SCHOOL DISTRICTS—The present law as to school districts is good in nearly every respect, I think it could and should be amended as to special and line schools. It has worked a hardship on some of the tax payers, in this county, in this respect.

SCHOOL HOUSES—This is one of the greatest drawbacks to education in this county. I find very few school houses in the county that are comfortable. As a general rule, there is not as much interest taken by the people in equipping these as in the barns for their stock. The idea seems to be, "anything will do to teach in that affords shelter," and as for furniture, that is simply a luxury. While I am not an advocate of cyclones, I am forced to say they have been an advantage to the educational interests of this county, in that two of the old houses were blown down, and now, by the help of the county surplus fund, are being rebuilt, and will be much better in every respect than the old ones.

BOOKS—The schools are very well provided with the adopted books, as the changes in this county since the first adoption have been few.

PUBLIC SENTIMENT—The sentiment among the best class of citizens of this county is in favor of public schools. Occasionally you will hear some old bald-headed bachelor, who is too old and too ugly to ever expect to marry, say that he is opposed to the law that forces or taxes one man to educate another man's child. And again, we hear some knowing fellow who pays about thirteen cents school tax and sends about seven children to the public school for five months, put in his complaint. He is opposed to the public school law because he is taxed to educate the "nigger."

FRANKLIN.

J. P. JONES, SUPERINTENDENT.

SCHOOL FUND—The public school interest of this county has been greatly retarded by the condition of our school fund. Under the old revenue system we raised $9642.00, with a prospect of increasing it each year by getting the Board of Supervisors to make small additional levies. We get from the State, under the new system, $7246.00, a reduction of over twenty-four per cent., and with no prospect of increasing it much. This reduction has a tendency to demoralize our teachers and drive the best ones from the county.

I had endeavored, under the old system, to increase salaries each year, or at least maintain them at a good average, but I am now forced, under the new system, to reduce salaries twenty-five per cent., which is very discouraging, both to teachers and superintendent.

The State distribution will maintain our schools four months at an average salary of $23.00 per month, which is not adequate to maintain them four months with any degree of satisfaction to teachers.

The sentiment of our people, at present, is against a county levy for extending the term, on account of having a heavy jail tax to pay, and some are opposed to it because it would be taxing them to educate the negro.

PROGRESS OF TEACHERS—The progress of teachers in Franklin county, as to a knowledge of text books, has been marked with wonderful progress during the two years. As for our home teachers, it is with no little pride that I say there has been quite a number who have worked their way from barely a third or second grade to where they can make a first grade. This, I think, is evidence of progress in a knowledge of the text. In conduct and management of schools, our teachers have been fairly progressive, conducting the exercises from a daily program, and managing the pupils gently, yet with firmness.

TEACHERS' LIBRARY—We have not yet succeeded in securing a library. Anxious for a week's Institute, I have used all available funds for that purpose, though we have by no means lost sight of the library. During the winter I will endeavor to raise a small fund by private subscription for the benefit of the library.

COUNTY INSTITUTES—Eighteen teachers attended the Institute, which was about seventy-five per cent. of the whole corps in the county at that time. I think this a fair showing, taking into consideration much rain fall and the swollen condition of the streams the whole week.

The effect of the Institute was felt by all who attended it. The teachers were inspired to higher attainments in the profession by having revealed to them new beauties in the work. The interest in the Institute grew each day, and before the week was half gone we had more citizens in attendance than teachers, and it had more appearance of being a citizens' Institute than a teachers' Institute. All expressed themselves much benefited.

SECONDARY EDUCATION—We have no separate school districts, colleges or high schools in the county. There are four schools in the county that are maintained eight months in the year but do not offer advantages above the public school curriculum.

SCHOOL DISTRICTS—With few exceptions, these are so situated that very nearly all children in the county are placed within reasonable distance of a school house. Since, under the new revenue system our school fund has been reduced twenty-five per cent. we either have too many districts or not money enough to maintain schools in them. There is no chance of increasing the school fund, and to lessen the number of districts many children would be placed out of reach of a school and the law violated in that respect, so it follows that the present law is not operating very well with us just now.

SCHOOL HOUSES—We cannot boast of any magnificent buildings. Most of the school-houses are situated in the rural districts of the county, and are neat framed buildings, though there are some of the old log houses in use yet. The colored schools are mostly taught in their churches. There is no disposition on the part of people to equip them further than with rural desks and a black-board.

BOOKS—The adopted series are used altogether. Dealers handle no others and the children can get no other.

PUBLIC SENTIMENT—The general uplifting of the public schools within the last few years has caused the people to look upon them more favorably. They know that here, the great majority of our citizens receive all their practical education. The only objection urged against public schools, is that the white people are taxed to educate the negroes.

GREENE.

I. E. BRELAND, SUPERINTENDENT.

SCHOOL FUND—Under the old revenue system, this county had annually about $3700.00 of school fund; under the new it has about $2800.00. The State distribution is inadequate to maintain the schools for four months. I have managed to run them for this length of time, by requesting patrons to give teachers free board, and, in some instances, to supplement. The average monthly salary is about $20.00.

Our Supervisors levied a tax sufficient to extend the term two months. The sentiment of the people generally favors it.

PROGRESS OF TEACHERS—There is certainly an advancement in qualification among the teachers of this county. In their examinations, they show a more thorough knowledge of the text-work in their teaching, a marked improvement in methods, and most of them realize that teaching is a profession, and are studying it as such.

TEACHERS' LIBRARY—None in county. Funds insufficient.

COUNTY INSTITUTE—We held only the Institute for whites in this county. There were nine teachers in attendance—seventy per cent. of the number teaching at that time. I think the teachers were much benefitted by the Institute. They were inspired with higher ideas and given a better conception of the purposes of the school. They will doubtless be more zealous in the good work hereafter.

The people generally know very little of the Institute and its purposes, consequently they were little affected by it. I hear some speak favorably of it, while others, who know absolutely nothing of what the Institute proposes to teach, condemn it.

SECONDARY EDUCATION—None in county.

SCHOOL DISTRICTS—This county is divided into thirty-nine districts, which include all the territory in the county. There is a school house in each district. The average number of children to the district is forty. Each teacher is furnished with an outline map of his district when the contract is made. Better school houses is one good result of the school districts.

SCHOOL HOUSES—There has been appreciable improvement in our school houses in the last few years; still the present condition is not what it should be. Most of the new school houses are framed buildings, comfortable and commodious; while most of the old are crude and unfit for the purpose. Some of our people feel keenly the need of better school houses, and, for that reason, they are disposed to build and equip them. Others show no disposition to improve.

BOOKS—All the schools of this county are supplied with the adopted books. The supply of books in some instances is inadequate, but all that are used are the adopted books.

PUBLIC SENTIMENT—The sentiment of the people of this county is unanimously in favor of the public school system.

They realize that it is the only means of partially educating a large majority of our youth. However, our present system is not altogether satisfactory. The objection most frequently urged is to the time of opening the schools. The summer-term commences too soon, and the winter term too late, to suit our people. They would prefer one term only to commence about the first of July.

Another, and a more serious objection, in my humble opinion, is dividing the term. Some people insist upon this and we have to grant it, yet we believe it detrimental to the best interest of our schools. Lastly, allow me to say, the greatest drawback to our schools is a want of competent teachers. These we cannot always secure for the small salaries we are able to pay.

GRENADA.

R. T. PAYNE, SUPERINTENDENT.

SCHOOL FUND—There is no material difference in the amount of revenue, under the old and new systems, in this county. The amount received from State distribution is sufficient to carry on the schools of the county for a term of four months, at moderate salaries. But for a very remarkable decision of the Supreme Court, the revenues under the new system would exceed the same under the old, inasmuch as this county never levied any tax, for school purposes, in excess of the minimum prescribed by the Constitution. The people of this county, who pay the taxes—the white people—are unalterably opposed to any addditional taxation for the purpose of extending the length of the free school term. Reasons for this opposition will appear later on in this report.

PROGRESS OF TEACHERS—There has been a very marked progress in the acquirements and professional abilities of the teachers of the free schools, both white and colored, within the last six years. While the progress has been gradual, it has been none the less certain and remarkable. One of the first results of the change instituted by the Legislature of 1886, was to weed out the most inefficient teachers, whose qualifications were, perhaps, more of a political than of a literary nature. There yet remain some teachers who are teachers "for revenue only," and who might manifestly better serve their country in some other capacity. To within a very recent period the study of Pedagogy by teachers of county schools, might be represented by the figure 0.

This county has yet no teachers' library, nor is there any perceptible demand for one.

COUNTY INSTITUTES—The teachers are awaking to the importance of the Institutes, though in this county such manifestations have been tardy. About eighty per cent of the white teachers attended the Institute during the present year, while the per cent of negro teachers was not more than thirty. Teachers "for revenue only" never attend the Institute. Within my observation there has not yet been time to note any effect of the Institutes, either upon the teachers or the people.

SECONDARY EDUCATION—The Grenada Graded Schools, in the separate school district of Grenada, both white and colored, are in a very flourishing condition and making satisfactory progress. The term for the past scholastic year was nine months in duration. The enrollment for the white school was 229, for the negroes, 245. The white school employed a corps of seven teachers, colored school only three. The only high school of any importance in Grenada county, except the one above noted, is the Grenada Collegiate Institute, Rev. T. J. Newell, principal. This school is conducted under the auspices of the Methodist Episcopal Church, South. It employs a full corps of teachers and the curriculum is equal to that of any denominational female college in the South, including calisthenics, elocution, music and art. The buildings are equal, if not superior, to any in the State. The stringency in money matters reduced the enrollment, which is ordinarily from 175 to 200, to only 125, for the past scholastic year.

SCHOOL DISTRICTS—The operation of the present law with regard to school districts has been productive of no results in this county, except a few squabbles between teachers and between patrons and trustees, as to their jurisdiction of the pupils. It adds very materially to the labors of the county superintendents and teachers, both of whom are usually about half paid, without in the most remote degree benefitting either patron, pupil, teacher or superintendent.

COUNTY SCHOOL HOUSES—A few communities have built good school houses and equipped them fairly well. Such communities usually extend the period of the free school for three or four months at their own expense. About twenty per cent of the white schools are taught in churches, and of the negro schools fully seventy-five per cent of the school houses are churches of various denominations.

There is very little disposition at this period to incur any additional expense in this behalf—either among white or negro taxpayers.

BOOKS—Nearly all the white children are provided with the adopted text-books. There may be a few exceptions but they are very few. The negroes are not so well provided, but still the per cent, even among them unprovided with proper books is small, not exceeding four per cent of the whole number.

PUBLIC SENTIMENT—The public sentiment of this county, without the town of Grenada, is decidedly inimical to free schools under the existing state of affairs. This applies strictly to the white portion of the population. The hostile sentiment is based upon the fact that while the white children of the county (exclusive of the town of Grenada) constitute only about twenty-seven per cent, yet the taxes paid by the whites amount to about ninety per cent. Therefore, for every white child, the white taxpayer is taxed to educate three negroes.

A large majority of the white taxpayers are fully convinced that the education of the great mass of negroes is a literary impossibility; that in attempting to educate the average cornfield negro child, the result will be to spoil a good field-hand, and make a very poor scholar.

HANCOCK.

A. G. STEVENSON, SUPERINTENDENT.

SCHOOL FUND—The public schools of this county have not shared the prosperity marked by the old revenue system. In contrasting the present fund with the former, it is inadequate to maintain the public schools for four months. Prior to the enactment of the new revenue law, the State fund apportioned to this county was increased by a three mill tax, levied by the Board of Supervisors, and by this means all the schools were taught four months; thorough work was done, reasonable salaries were paid to teachers, and a surplus of funds was left to be carried over to the ensuing year. Under the present law the Board of Supervisors is powerless to levy any tax for school purposes excepting the one for an extension of the constitutional term. The assessment of this county being $2,595,359.65, its share of State distributable income $4272.80, one-half of the requisite fund is wanting in order to have the public schools taught with good results.

The decrease in salaries, which is ascribable to the new law, has rendered it almost impossible to secure the services of professional teachers. In consequence of this state of affairs, many of the resident teachers set out for other counties, and some of the best schools were untaught. The people in this county are unanimous in the expression of their disappointment in the present revenue law. They are in favor of a law empowering the Board of Supervisors to levy a tax sufficient to supplement the State distribution with reference to the four months' term.

PROGRESS OF TEACHERS—As a whole, the teachers manifest a gradual growth in the knowledge of text-books, in methods of teaching and school management. A noticeable fact is that only a few of my teachers aim to make a profession of teaching. In this county, young men full of energy, find other employments more lucrative than teaching under the present law.

TEACHERS' LIBRARY—Sufficient means not being within our reach, a teachers' library has not as yet been established. Such a library would be productive of much good, and we are in favor of its establishment.

COUNTY INSTITUTE—The Institute in this county was very beneficial, both to teachers and patrons. The attendance was comparatively small, consisting of those teachers employed. These meetings were noted for the close and zealous application of the teachers to their work, and the dissemination of knowledge in the latest methods of teach- On "Parents' Night" the discussion on the various topics presented in the syllabus have been a source of much information to the people. They have been stimulated to a sense of duty in the cause of education.

SECONDARY EDUCATION—Bay St. Louis is the only separate school district in this county. The great desideratum for a good school house in this town has at last been accomplished. A fine tract of land, situated within three blocks of the Gulf Coast was purchased, on which a magnificent two-story building was erected and ready for occupancy last May. It has five departments: Three school departments, a lecture department and a library department. This institution has all the necessary equipments; it is properly graded, and under the control of efficient teachers, There is also a colored school in this incorporated district. A school house is in process of building for the colored population. At present their school is taught in a rented house, containing spacious rooms, with sufficient light and ventilation, and furnished with patented desks and good blackboards. This school is conducted by teachers whose qualifications and executive abilities are commendable. At Bay St. Louis there are two institutions of learning, both under the auspices of the Catholic Society. St. Stanilaus, for males, affords the advantages of a thorough classical and commercial education. St. Joseph's Academy, for females, in its catalogue, announces a literary course, course in letters and science, music, also modern languages. Both of these institutions are in a flourishing condition.

SCHOOL DISTRICTS—The operation of the new law relative to the establishment of school districts is salutary in its effects. It has put a quietus on the disputes concerning boundary lines and the location of schools, which heretofore were of frequent occurrence.

SCHOOL HOUSES—Most of the school houses in this county are log houses, with large cracks all around, without windows, and in many not a door, having for seats a few planks supported by big, heavy pine blocks; not even built to protect the children from the inclemency of the weather. Our School Board, having passed an act that new school houses built, not large, comfortable and properly equipped shall be condemned, will, in a great measure, remedy the existing evil. Few good school houses owned by individuals are adequately equipped.

BOOKS—The patrons of this county are always prompt in providing their children with the adopted books. Owing to the fact that merchants will not handle them at the rate of profit offered by publishers, patrons, as a consequence, pay a little over the actual selling price.

PUBLIC SENTIMENT—On the public school question no opposing sentiment prevails in this county. The people are aware that the majority of the youth are dependent upon the public schools for all the learning they receive. Taking into consideration the progressive system of instruction, an extension of the school term to eight months would enable the pupils to qualify themselves for the actual duties of life in a much shorter time than under a four months' session.

HARRISON.

J. S. ALLISON, SUPERINTENDENT.

SCHOOL FUND—With a county tax of from three and one-half to four mills the school fund under the old revenue system was about twice as large as State distribution under the present system. About twice as much was paid teachers for four months' term in 1891-92 as could be paid in 1892-93. Aside from the county tax, the fund under the old system was nearly equal to the present State fund, and as the State tax is now higher than it was then the county cannot give as much aid as then without a higher rate of taxation.

The State fund pays an average salary of about $20 per month for four months. This is not adequate to maintain the schools, and they are largely a failure; and must necessarily continue to be, so long as the fund is so meager.

Many teachers have gone elsewhere to teach, or refuse to teach, on account of low salaries. Last year eleven schools were not taught for lack of teachers, and now there are not more than half enough teachers for the winter schools. I could supply the schools with good teachers, if fair salaries could be paid. I am opposed to paying for anything but good results. While I estimate the present teaching service worth no more than is now paid for it, I know it is impossible to get competent service without commensurate compensation.

As the Board of Supervisors have not the power to supplement the State fund, and as that fund is not more than half enough to maintain the schools, the schools are simply law-stricken in this county.

If it is constitutional, a law should be made giving Boards of Supervisors power to supplement the State fund. As that power was given for separate school districts, it seems strange that it was not given for the county.

A majority of the people favor a county tax to extend the term of school, and a two mill levy was made for that purpose this year, but owing to the failure of the assessor to make a separate assessment of the property outside of town limits of Pass Christian, the difficulty of collecting the tax arose, the board was threatened with a lawsuit and rescinded the levy. This hindrance should be removed.

PROGRESS OF TEACHERS—Teachers are making but little if any progress in the acquisition of teaching power. Very few have had any special training for the work, take educational periodicals, or strive to make themselves more capable of assuming the great responsibility of the teacher. In order to pass examinations, more progress has been made in the knowledge of the text books than in the ability to conduct a school. Generally, school discipline and work are very poor.

This condition is largely the result of the fact that the work of the teacher—the result of the work—which is the only true indication of ability to govern and teach, has not been taken into consideration in fixing the salary of the teacher, and because there has been a lack of teachers, or not more than enough to supply the schools. These two things have precluded competition and emulation in the work, as teachers did not have to sustain themselves by merit, which alone is the only true basis of retention and promotion in service.

TEACHERS' LIBRARY—A library of nearly one hundred volumes has been established, including a variety of the best works on education. To these other volumes will be added soon. The library is not used as extensively as it should be.

COUNTY INSTITUTES—Only about fifty per cent. of the white teachers were enrolled in the Institute. The enrollment of the colored Institute was small, but comprised nearly all of the colored teachers. Some teachers who did not attend the institutes sent valid excuses, and some were teaching. There ought to be some power to close all schools during the time of the Institutes.

The effect of the Institutes upon the people and teachers was most beneficial. I think every teacher went away feeling benefited and determined to do better work, and that all received inspiration and enthusiasm. The Institute session should be lengthened, if possible, and attendance should he made a necessary qualification to teach.

SECONDARY EDUCATION—The two separate school districts, Biloxi and Pass Christian, have good school buildings and are well equipped with modern appliances. Liberal salaries are paid teachers, and there are no good ressons why most excellent results should not be expected from these schools. The teachers of Biloxi white school are: C. D. Lancaster, principal, and Miss Josephine Santini, Miss M. T. Rodenberg, Miss Rose Andrews, Miss Edna Holley and Mrs. S. Booth, assistants. Of Pass Christian: D. F. Reese, principal, and Miss Carrie Bisbee, assistant. Colored schools are also maintained.

Gulf Coast College, located at Handsboro, has good buildings and is for the education of both sexes.

Pass Christian Institute, under the management of Mrs. Roland Merritt, affords opportunity for the education of young ladies.

Handsboro Normal Institute has lately been established by Prof. J. C. Leger for the practical education of both sexes.

Catholic schools, taught by the Sisters, are maintained in both Biloxi and Pass Christian.

SCHOOL DISTRICTS—Under the present law, which requires that districts shall have definite boundaries, and that school houses shall have definite locations, there are many advantages over the old method, one of which is the possibility to get an accurate enumeration of the educable children by the teacher.

SCHOOL HOUSES—There is a marked improvement in the school houses built now over those of the past. Most of them are frame and better supplied with seats and light, but none of the country schools have the patent improvements. There are still many log houses, most of which are not suitable for winter schools.

BOOKS—Only the adopted books are used, most of which are satisfactory to all concerned.

PUBLIC SENTIMENT—Public sentiment is almost entirely in favor of public education. I have heard but little objection to the system. There are some objections urged against the schools as they exist, and they are well founded. The people realize that better schools must be had, and that the present condition of the schools will not educate the children.

HINDS.

C. S. NORTH, SUPERINTENDENT.

SCHOOL FUND—The State distribution is sufficient to maintain our schools four months annually at an average salary of $36.00 per month for white teachers and $24.00 for colored teachers. Under the new revenue system the fund is larger than under the old, and has justified an appreciable increase of salaries over past years.

The sentiment of our people is favorable for an increase of county tax for extended terms.

PROGRESS OF TEACHERS—This is marked, both in knowlelge of text books, conduct and management of schools, and professional study.

TEACHERS' LIBRARY—We have two, one for each race, with two handsome cases with glass fronts to contain the books. Each contains 125 books, of the very best selection. The teachers are calling for them and are reading them, returning them at the end of thirty days and taking out others. They are proud of the libraries and appreciate fully the value of such an acquisition.

COUNTY INSTITUTES—Two were conducted at the county seat this summer, as well as last, one for each race, each lasting five days, with unabated interest. Over sixty teachers were in attendance at each, making over seventy-five per cent. of the whole corps. Many who were not in attendance at the county Institutes were in attendance at the summer normals, thus making a large per cent. of the whole corps active during the summer in preparation for professional work. In passing, I cannot refrain from giving unstinted praise to the efficient conductors of the past two years, all of whom labored zealously and faithfully, creating and infusing an *esprit de corps* heretofore wholly unknown. The good effects were not only felt by the teachers, but by the people, many of whom attended regularly, manifesting a deep interest in this important work, which they knew would extend over the entire length and breadth of the country.

SECONDARY EDUCATION—We had three separate school districts, Jackson, Bolton and Edwards, while for the year 1893–4 a fourth, Terry, has been added. A few years ago there were none except Jackson. We have at Clinton, Mississippi College for boys and Hillman College for girls, and at Jackson, Millsaps College for boys, all of which institutions are well managed and in fine condition. No pupil of Hinds need be sent beyond its borders for thorough and systematic training. Raymond and Utica, not being separate school districts, have each a high school doing graded work. The one at Raymond is conducted on the same system as the Jackson graded school, so creditable to Jackson, and may be said to be an offspring from it. Learned is getting ready for a high school, and before another year will wheel into line.

Besides the above, there are several institutions of promise for the colored race—Tougaloo at Tougaloo, Mt. Hermon at Clinton, and Jackson College and "Mary Holmes Seminary" at Jackson. These are all well attended and are doing good work in the education of the race.

SCHOOL DISTRICTS—Our county is laid off into school districts as provided by law, the operation of which is favorable. Disputes arising as to the eligibility of trustees or status of patrons on the ground of residence are readily settled by the application of the district line, and in some instances contentious trustees have found themselves ruled out of the district altogether.

SCHOOL HOUSES—These, as a rule, are in very good condition in the country. Every year there is a growing disposition to improve and equip them. The teachers are beginning to exert an influence on patrons and trustees in this direction.

BOOKS—The children are all provided with the adopted books.

PUBLIC SENTIMENT—There is a growing public sentiment in favor of public schools. The prejudices of a few years ago have been entirely extinguished. They are as popular now as they were then unpopular. A proper administration of the law has convinced the people of their efficacy, and has placed within the reach of every child the means of equipment for the struggle of life. This is seen and felt everywhere, and has put to silence all objections that ever existed.

HOLMES.

C. C. SWINNEY, SUPERINTENDENT.

SCHOOL FUND—Our finnances are now in a satisfactory condition, with $2,176.05 to be carried forward to the scholastic year of 1893-4. The outstanding indebtedness incurred during the scholastic year 1890-1 has been paid off through a special levy made by the Board of Supervisors at their September term in 1892.

At the beginning of my term of office, February 1, 1892, I saw the funds would be inadequate to the demands of my predecessor's contracts, but by means of a reduction of salaries for the fourth month (to which, I am glad to say, the most of our teachers submitted cheerfully) and the liberality of our public spirited Board of Supervisors, we were able to render a report for the scholastic year of 1891-2 showing a small surplus. The Supervisors credited the fund with an amount equal to the net proceeds of the fines and forfeitures for that year (1891).

There is but little difference in our fund under the new and old revenue systems, so far as the county outside of the separate school districts is concerned; but in separate school districts with a city levy of three mills the receipts are not sufficient to keep the schools in session seven months, salaries (which are low enough) remaining the same. The fund is ample for the present to teach the constitutional period, with salaries as provided for by the statute.

Our people will not consent, for a year or so at least, to a county tax for extending the term, on account of the recent burning of the court house, which will necessitate an extra levy to rebuild it.

PROGRESS OF TEACHERS—I can't say there is much improvement among our teachers in point of text book knowledge, judging from the large per cent. of failures in recent examinations. However, we have several teachers who have taught in the county for five years under first grade licenses, and about an equal number, ten or twelve, holding three-year and two-year licenses under the present administration. The most of our colored teachers who held first-grade two years ago have lost ground and are teaching under second-grade licenses. A like decline is noted among the second-grades of this race.

In conduct and management of schools there is manifest improvement. The zeal and interest for professional training is apparent. A good number are spending a just proportion of their earnings in this line. The principals of our high schools are all well up on professional methods of teaching.

TEACHERS' LIBRARY—Our library is young in the cause, consisting of about thirty volumes, among which are some of the best works on teaching. These volumes are in the hands of teachers all the while.

COUNTY INSTITUTES—One hundred and twenty-five teachers were enrolled during the week. About seventy-five per cent. of the whole teaching corps were in attendance. I regret to say the colored teachers attended better than the whites. Good results are already noticed from the spirited and interesting discussions that took place in the Institutes. But little interest was exhibited on the part of the people.

SECONDARY EDUCATION—This county is in the front rank under this head. The Lexington Normal College (in the Lexington separate school district) aside from being a first-class graded school, is doing a great work as a teachers' training school. Other high schools that deserve special mention are, viz: Pickens Graded School, Durant (a sepa-school district, Goodman, Bowling Green, Woodlawn, West, and Ebenezer, all of which are in healthy running order at this writing.

SCHOOL DISTRICTS—The present law operates admirably. It forces patrons to give their support to a single school. Our districts are well defined and laid off on first-class county maps, one for each race.

SCHOOL HOUSES—Our school buildings have been decidedly improved within the last two years, yet many are still smoky, cold and poorly provided with seats. They vary from the humble log hut to a large, commodious brick building. A majority, however, are comfortable frame houses furnished with stoves, black-boards, home-made benches and desks. During the month of October of this year, the Board of Supervisors appropriated about $2,000 of the school fund towards building and repairing and furnishing school houses (Section 87, School Law, 1892). The whites are being taught in houses owned almost exclusively by the county, but the colored children, to a large extent, are still using their churches.

BOOKS—The adopted text books are used altogether in the schools. Everything in this line is moving along smoothly. I favor the system.

PUBLIC SENTIMENT—The sentiment here is unquestionably in favor of public schools, but owing to the fact that this is one of the large "black" counties, there is a growing disposition on the part of a large number of tax-payers to distribute the funds between the races in proportion to the amount of taxes paid by each, *i. e.*, for each race to educate its own offspring.

ITAWAMBA.

JAMES M. WEAVER, SUPERINTENDENT.

SCHOOL FUND—I have had personal knowledge of the schools of Itawamba county for a period of twenty years, having taught eighteen years in succession before my election two years ago to the office which I now fill, and I am proud to say that there has been a great advancement in the free schools of my county, and especially in the last two years. Though our county has been in debt much of the time in the past, it is now out of debt, and we have over $2000.00 to add to the school fund of 1893-'94.

Everybody is elated over a five months school and the county out of debt on the school fund.

The State distribution in connection with the Chickasaw pro rata is sufficient to run our schools for a period of five months, at about $30.00 and $23.00 respectively for first and second grades.

PROGRESS OF TEACHERS—The teachers of my county are, as a rule, enthusiastic and progressive, full of push and energy, with a fair knowledge of text-books. Also, I see a marked improvement in the management of the schools.

LIBRARY—We did not get our library in time to be used during the last scholastic year, but we aim to furnish plenty of reading matter on methods and management to entertain our teachers in the future.

COUNTY INSTITUTES—The Institutes under the old plan were a failure. We have had only one Institute under the new plan, and I think it was worth a month's schooling to the teachers. About seventy per cent. attended, and all seemed to be interested and strengthened in the work of teaching.

SECONDARY EDUCATION—There are no separate school districts in my county, and only two high schools. The high schools of the county have been of incalculable benefit, especially to the young teachers, who after teaching until they earn a small sum, repair to the high schools to make the very wise investment of spending money for knowledge.

SCHOOL DISTRICTS—Owing to the topography of my county, it is nearly impossible to so locate the schools that all the children can attend. The districts ought to contain an average of nine square miles, instead of ten, for two reasons: First, it would be more convenient for the children, and secondly, it would be more comfortable in winter, as the schools would not be so crowded as to keep some away from the fire until they suffer with cold and endanger their health. I had rather have more schools, even if it cost more by a few hundred dollars, than have the schools located so as to cause some schools to be so much crowded on bad days as to interfere with their comfort and their progress. In my judgment, it would cost but little, if any, more to have the district nine square miles, than to have them ten square miles. I would much rather have four schools with four principal teachers, than to have three schools with three principal teachers and two or three assistant teachers. The people are not well pleased with the increase in the size of the districts.

SCHOOL HOUSES—The school houses are not so good as they should be, owing to the fact that there have been some changes made by the Legislature nearly every time they met for the last ten years. School sites have been moved and removed until, in some districts, the people say they will build no more houses and go to no more expense until the schools are permanently located.

BOOKS—The children in most schools are supplied moderately well with the adopted books, though in some schools there is a lack.

PUBLIC SENTIMENT—The people in this county are highly pleased with the public school system. It has taken a strong, deep hold on the hearts of almost all the people. No objections urged except the objections above stated in regard to the size of the districts.

No effort has been made to induce the Board of Supervisors to levy an additional tax to extend the term. Owing to the fact that our crops are so short, and our national House of Representatives seem not to know what to do, or how to relieve the financial pressure, I think it best not to incur any more expense. Therefore, we will only run a five months' school during the scholastic year of 1893-'94.

JACKSON.

H. L. HOWZE, SUPERINTENDENT.

SCHOOL FUND—The income to the school fund under the new law, will only maintain the schools four months by fixfng the teachers' salary below remunerative rates. The result of this will be that many of the best and most efficient teachers will abandon teaching as a profession and engage in other pursuits, thus retarding educational progress in the State—first, in the common schools, and through them the high schools and colleges, as it is from the common schools that the high schools and colleges should receive a large proportion of their patronage and support. The law should be so amended as to allow the county tax to be added to the State fund so as to make a common fund, and the schools continued for as many months as the fund will pay for, as under the old law. The sentiment of the people is not favorable for county tax, as the opinion seems to prevail that the State has undertaken to conduct and pay for the schools, independent of county tax.

PROGRESS OF TEACHERS—There has been a marked improvement in teachers and their knowlege of text-books. There is some improvement annually in the conduct and management of schools, and the marked improvement in examinations indicate professional study.

TEACHERS' LIBRARY—The books for the library have not been received.

COUNTY INSTITUTES—Twenty-three teachers were in attendance, seventy-five per cent of the whole corps. Our institute was a decided success. The conductors and teachers were enthusiastic on the subject, attending promptly each day and regretting when the week came to a close. There was much more interest evinced by the public than was anticipated, as shown by the fine audience on "Parents' Night," and who fully appreciated the high compliment paid the Institute by our State Superintendent in attending and addressing the audience in his usual happy style.

SECONDARY EDUCATION—There is one high school in the county, situated at Moss Point, Prof. M. Caldwell, principal, which, with a full corps of teachers, is in a flourishing condition. There are no separate school districts in the county.

SCHOOL DISTRICTS are working smoothly, well understood by patrons and teachers, and giving school facilities for the educable children in the county.

SCHOOL HOUSES—The school houses, as a rule, are not as good as they should be, and but little disposition to improve or equip them.

BOOKS—As a rule, the children are pretty well provided with books.

PUBLIC SENTIMENT—Public schools are constantly growing in favor, as shown by the few private schools in the county, and if the term could be extended would absorb all others.

JASPER.

S. F. THIGPEN, SUPERINTENDENT.

SCHOOL FUND—The last year under the old law, we had about $12,000; under the new law we get about $11,000 per year. Getting about $1,000 less under the new law than the old. The State fund is sufficient to pay resonable salaries. This year, first grade teachers from $30 to $42 per month, second grades from $18 to $30, third grades from $15 to $20. Most teachers are satisfied with the wages paid, but some of extra advantage, have the district in which they teach to supplement what the county pays.

A proposition to levy a three mills tax on all property and add 50 cents to each poll was agitated last August by a majority of the leading educators and voted on the second day of September. The proposition was lost by a large majority. I think the sentiment in favor of extension is growing.

PROGRESS OF TEACHERS—More efficient teachers are at work now than ever before. The advancement for the past two years has been encouraging. As soon as the teachers learned that they could not get license upon some one else's merits, they went to work to merit their own license; and most of the teachers are standing their own examinations fairly and honestly, but some will cling to their "Jacks" and be "knocked out." The management of schools is not what it should be. Most of the teachers are young and have given the greater part of their time in preparing for examinations, and have not given much time to the study of school management. I think there will be a great improvement along this line in a short time. Public sentiment is against the best school management today. A great many teachers study professional works and are trying to practice what they learn, but I am afraid they try to put something into practice not thoroughly digested.

TEACHERS' LIBRARY—Contains about fifty volumes, and teachers keep them, and seem to be anxious to use them.

COUNTY INSTITUTES—Forty teachers were in attendance, forty percent of whole corps. Every teacher went away feeling better by having attended. The Institute created a new interest in school work. The teachers loved their profession better, and made new resolves to put forth better efforts to accomplish more through the public schools. The citizens were delighted with the work and felt like everybody ought to engage in free school teaching. The Institute did a great deal to put the school system in favor with the people.

SECONDARY EDUCATION—There are no separate school districts nor colleges in my county. We are supplied with high schools, which are doing excellent work. About six years ago the market for high schools was overstocked. A struggle for existence followed; all lived and are in an improving condition. Villages have been formed around them, and they are self-sustaining. In the main, progress has been slow, but in a lasting way.

SCHOOL DISTRICTS—At first there was much opposition to the law, but with a little time the people suited themselves to it, and are blessed with its operation.

SCHOOL HOUSES—The condition of the white school-houses for the past two years has been improved much. Almost every district has a comfortable house; old houses are being torn down and better ones erected in their stead. The condition of the colored school-houses is not so good. They have depended upon teaching their scholars in summer, and thought only a shelter was needed. Very few comfortable houses among them, and not much disposition to build better ones. Most of the school-houses are poorly equipped. Except in the high school we scarcely find any furniture except a few benches and a black-board. We are greatly behind in school equipments. There seems to be but little interest in teachers or patrons about school furniture.

BOOKS—The adopted books are used in every school and by every pupil. The system of text-books is working well.

PUBLIC SENTIMENT—The free schools are gaining in favor.

The teachers are becoming more efficient. The people are beginning to understand that their children can learn as much in the public schools as they can in private ones; and that there is great advantage to him who is able to pay tuition and to him who is too poor. Very few people oppose the system. All objection to the present school system will pass away with incompetent school teachers. So many frauds have been practiced upon the people in the form of school teachers, that they had about lost confidence in any man who followed free-school teaching. The tide has changed and school teaching is at par with other professions. With a corps of teachers fully equipped for the work we will enter upon a new era of success.

JEFFERSON.

J. RIVES WADE, SUPERINTENDENT.

THE SCHOOL FUND, under the law of 1892, gives to Jefferson county $12,920. Whereas under the old law we received $16,320. Showing that the new law cuts us off $3400. The present law does not give us enough to run our schools four months, and pay our best teachers good salaries to keep them in the county. We have seventy-four schools established. The teachers are becoming well posted in their text books and in the management and control of their schools, considering the condition of their school rooms and how badly they are furnished with seats, desks and blackboards. No teacher can do good work and preserve good order unless the school room is properly arranged.

TEACHERS' LIBRARY—We have a small teachers' library of about $25 worth of books, but the teachers generally do not seem to be very anxious to read these books.

TEACHERS' INSTITUTES—At the Teachers' Institutes last summer about seventy-five per cent. of the teachers attended. I cannot say, from the effects I have seen, that it repaid the teachers for the money spent to run it. I think it would be a good idea to pay the fifty cents fee of applicants to the two examiners, as their pro rata for each applicant's papers, and save this much to the school fund.

SCHOOL DISTRICTS—There are no separate school districts in Jefferson county. We have one high school at Union Church, under Rev. C. W. Grafton, that is equal to any in the State, and one in Fayatte, under Prof. R. P. Linfield, in its infancy, which we hope ere long to see calling for the right to form a separate school district.

The school district plan does not work as well as we might wish. The western part of the county is not regularly laid off in sections of thirty-six to each township, and it is very hard to get the people, as a whole, to clearly understand their metes and boundaries. Again, we have in certain sections of the county white educable children as many as seventy-three in the same neighborhood that you cannot force into the same school; they are, by nature, just as different as they can be—yet both of these sets of children are entitled to their shares of the school fund. The result is that we have to form two separate schools or let thirty-nine of them go without the benefit of the school money.

THE SCHOOL HOUSES are very poor ones, nothing inviting or attractive about them. The seats and desks are such that it gives the teacher much extra work to preserve order, as very many of them are fastened to the sides and ends of the school room; blackboards are much needed nearly in every country school house. The pupils, excepting the colored ones in the overflowed districts on the Mississippi River, are pretty well supplied with the adopted books.

PUBLIC SENTIMENT—The people of the county are very much divided in sentiment on the public school system. The eastern portion of the county favor it, while in the western part where there are few white children, the people are very much opposed to it, because there are not enough white children in one section, under the law, to make up a school, and the negroes reap all the benefits. If the whites could be exclusively taxed to support the white schools and negroes taxed in the same way to support the colored schools, then we would not have the least trouble in the world to keep up white schools for eight or nine months annually. The negroes are totally unfit for self government. I see this yearly in the election of their trustees and teachers. One of their preachers who feathers his own nest by their ignorance, can get them to elect any set of trustees or teacher he pleases.

If it is within the constitution of the United States and States to have separate cars, separate depots, separate schools and separate days for examinations of the whites and negroes, which is done, why cannot Mississippi allow her white citizens to run their own schools at their own expense and the negroes to do the same? Illinois did this up to 1870. So says the commissioner's report, and why had she any more liberty to do this than Mississippi? I cannot see it.

JONES.

E. J. TAYLOR, SUPERINTENDENT.

SCHOOL FUND—Our present system, contrasted with the old system, labors under a disadvantage. By this I mean we are not doing as well, financially, under our present State Constitution as we did under our old one.

My record shows that our total receipts for 1891–2 amounted to $8025, and for 1892–3, $6113. This does not include the separate school districts. We paid our country teachers for 1991–2 $7195, and for 1892–3, $3154. The change in the law does not affect our separate school districts to the same extent that it does our country schools. The separate schools have other resources beside the distribution to assist them, but our country schools must run four months on the distribution alone, unless they have money to bring forward. The practical working of our present system is not favorable to our country schools, where most of poor people live and need the benefit of our public schools worse than anywhere else.

I cannot discuss fully the distribution clause in a report like this, but I am fully persuaded that it does not work well here. This is not said in a spirit of fault-finding, for I believe I can show to any candid inquirer that the provision of section 206 of the Constitution of Mississippi, distributing the common school fund among the several counties and separate school districts according to the number of educable children, is based upon a false assumption, and never will work well in practice. We cannot give white children the school advantages they need on the same money per capita that we can the colored people, for this plain reason. It requires teachers of better qualification, and consequently better pay, to teach white children than it does the colored. To prove this, suppose we place our white teachers in charge of our colored schools, and they would meet every educational demand. Then suppose we place our colored teachers in charge of our white schools, and we would have an educational smash-up the first month. I allude here to the question of qualification, and not to prejudices for or against race and color.

The State distribution sent to Jones county will not support our schools four months in the year, unless the patrons supplement the teachers' salaries. It is true we had $2103 surplus, but six of our schools were untaught and several others not taught out. The best salary we could pay was $20.50, which is not enough to command the services of good teachers, without a supplement. Our people do not like to supplement. We have so much crude turpentine here that we use it to illustrate our ideas, as one of our citizens said to me that supplementing is like a pill of crude turpentine, "It is hard to swallow."

Our people are not in favor of an additional levy. We passed a resolution in our Institute, requesting the Board of Supervisors to make the levy, but the pocket nerve was too sensitive to touch so heavily.

PROGRESS OF TEACHERS—Our teachers are improving in knowledge of text books and school management. Some of our young teachers fail on their first examination, but they are not often discouraged. They review their studies and try again. After a few years we see them among our first ranks of teachers, showing what can be done by a little pluck and perseverance. We are a little wanting in school management and professional study. If our teachers would realize that the business of teaching is a profession to which they can devote a life-work, and look to it for a maintenance, it would encourage them to make the most ample preparation.

TEACHERS' LIBRARY—Our teachers' library is very small, consisting of only ten small volumes, published by Ginn & Company. We intend to enlarge it this winter by private contributions of the Institute teachers.

COUNTY INSTITUTES—I am a decided advocate of County Institutes. They will develop an efficient corps of teachers in this county, if they are properly attended. I am also in favor of paying Institute attendants better salaries; because they have superior facilities to qualify themselves for their work, and they are willing to make sacrifices of time and money to obtain them. We had twenty-two white and five colored teachers in attendance, which was about four-fifths of our teaching corps.

SECONDARY EDUCATION—We have no colleges in Jones, but we have two separate school districts—Ellisville and Laurel. Both are well attended. Ellisville is overflowing and we are at a loss how to provide for the children that attend. We have four white teachers in Ellisville and one colored teacher in the colored school. We have two white and one colored teacher in Laurel, making a total of eight teachers in the two separate school districts, and yet we need more.

DISTRICTS—We have some troubles along the line in districting the county. It is a difficult thing to meet all the diversified wants and various circumstances of our people. The fault is not in the law. The schools of this county, in most places, were located a long time ago. Sometimes they are too near each other, and sometimes too far apart; and to adjust them now at the proper distance is a hopeless task. The people will contend for their old locations.

SCHOOL HOUSES—Very little has been done for the past year in building school houses.

TEXT BOOKS—No trouble in regard to text books. Our people would not change if they had the opportunity. Some of our people think the old blue-back spelling book the best ever published, but they are willing to supply their children with the adopted course.

PUBLIC SENTIMENT—I think the people of this county favor public schools if maintained at public cost. They are opposed to supplementing teachers' salaries. If our fund would maintain our teachers on living salaries, our people would depend almost entirely upon the public schools for the education of their children.

Now I have endeavored to give the public my sentiments fairly and candidly. I am indebted to nobody for them. They are the result of my observation on my present surroundings.

KEMPER.

A. G. GRAHAM, SUPERINTENDENT.

SCHOOL FUND—Almost ruinously small.

Two years ago, when I came in office, the salaries of teachers were at the minimum price under the old revenue system. This depression in salaries was caused mainly from the small amount of school fund, in connection with mismanagement, as I think. My predecessor endorsed licenses from other counties, therefore they would dodge his examination (because he held them to the law), go to some county where a professional "jacker" was at home (Neshoba county, for instance), get first grade, return and have it endorsed. And by this clandestine way of getting first grade they received first grade pay, when many of them were not entitled to the second.

Again, there was no regard paid to the size of the school. Teachers having five pupils would receive as much pay as those who had forty.

The law of 1892 corrected the trouble of dodging from one county to another, I am happy to know. Some in this county were compelled to take a lower grade or quit the profession.

By grading the schools, and paying them according to the number of pupils, though I have had only about $1000.00 more, I have been able to raise the salary of first grade from $25.00 to $35.00.

The State distribution is adequate to maintain the schools four months at a very low salary ($35.00 for first grade).

The people do not approve of the Board of Supervisors levying a tax to extend the school term. They do not want to pay that extra levy to extend the negro schools; think they pay too much for his education now.

PROGRESS OF TEACHERS—Teachers are advancing as to the understanding of the text. Teachers who had taught under first grade (endorsed license), many of them failed, and were awarded second grade. Some of them became a little furious, but that did not matter. But they went home and fortified themselves and came again the next examination, and did better. They generally manifest more professional zeal, and seem to be more interested in the work. Some of the accessions to the corps now are graduates of colleges and high schools, or undergraduates. We have thirteen two years and eleven three years licenses. Improvements are manifest in examinations and methods of teaching. Some have introduced the word method in connection with the old methods, and it demonstrates a superiority to the old way. The teachers in this county are not much inclined to educational journals.

TEACHERS' LIBRARY—I am sorry that we have not been able to secure the library before now. Delayed on account of an insufficiency of the Institute fund. But we are glad that we are able to purchase now. Have made arrangements to order at once.

COUNTY INSTITUTES—Number attending, sixty; which was about sixty per cent. of the corps. I think the Institute had the desired effect on the teachers of my county. They seemed to be greatly enthused, and went to work with more zeal and energy. The teachers who attended seemed to digest the new ideas. I regret very much that they were not all there. The people took a great deal of interest in the Institute, though the night appointed for "patrons' night" the weather was such that no one was able to go out. I think if it had been a favorable one we would have had a large attendance.

SECONDARY EDUCATION—Fairview College, the best high school in this county, owing to the financial panic has been rather in a state of lethargy for the last two years. But it is again on the incline. This school has accomplished much for the cause of education in our county.

Cleveland High School has been in lethargic state for two years and it seems as if it is hard for it to recover. But still we hope for better things for Cleveland.

SCHOOL DISTRICTS—At first the people were almost indignant over the idea of being confined to one district, but I think they are beginning to see the propriety of such a law and it is working well. The reason many objected, they had been getting eight months heretofore and now they can only get four.

SCHOOL HOUSES—White school houses generally comfortable. There has been great improvements in this line for the last two years. The people seem to appreciate the fact that it is very essential to have a comfortable house for studying.

BOOKS—The schools of this county are using the adopted text books entirely. I think the people are beginning to appreciate the law that compels them to have an adopted series. It works well and I think it to be a good law.

PUBLIC SENTIMENT—The people generally endorse the public school system. Some exceptions, however; some people are chronic grumblers any way; but I think as a rule it is appreciated.

LAFAYETTE.

C. A. McCHAREN, SUPERINTENDENT.

SCHOOL FUND—Our school fund is in better condition now than it has been for several years. We have a balance of $8452.86. This balance is due mainly to collecting from ex-Treasurer Hall's bondsmen the sum of $5543.62, this amount being misappropriated by him during his term of office. This balance will enable us to maintain our schools for the term of six months during the present scholastic year. Our school fund bears a heavy loss under the present revenue system. We pay into the State treasury the sum of $18,113.49, and receive back $14,070.53, thereby losing $4041.26, to be distributed to other counties. Our State distribution is insufficient to maintain the schools for the constitutional period of four months, and the people are not in favor of levying a county tax for the purpose of extending the term, for the reason that we pay enough tax to maintain our schools for four months, and pay the teachers good salaries, but we fail to receive the fund back from the State under the present revenue system.

PROGRESS OF TEACHERS—Advancing nicely, and we are very sanguine of more rapid progress in the near future, as a goodly number of our teachers expect to attend the school of pedagogy at the University, and fully equip themselves for the responsibilities of the teacher's work. Some of our teachers have a fair knowledge of text books, yet are deficient in progressive methods and school management, which the chair of pedagogy will doubtless remedy.

TEACHERS' LIBRARY—We have $30 subscribed to the library fund, and expect to fit up a first-class library as soon as collected.

COUNTY INSTITUTES—We merged our county white Institute into the Peabody normal held at the University last summer, and it is not necessary for me to say it was a success, for its influence is felt in every nook and hamlet in the State. About ninety per cent. of our teachers attended this summer normal. We had a colored Institute, in which the colored teachers manifested a good interest. About fifty per cent. of our colored teachers attended.

INSTITUTE FUND.

Receipts	$ 50 50
Issued from school fund	14 50
Total	$ 65 0C

Disbursements.

Paid Institute conductor	$ 40 00
Paid to P. N. I. fund	25 00
Total	$ 65 00

SECONDARY EDUCATION—We have one separate school district, in which is located the Oxford Graded Schools, with an enrollment of about 500 pupils, in a flourishing condition. We have twelve high schools in the county, with an average enrollment of 150 pupils, that are doing excellent educational work. The teachers are energetic and well qualified for the work.

SCHOOL DISTRICTS—The law operating fairly well.

SCHOOL HOUSES—People have improved the school houses wonderfully in the past two years, but still a few are uncomfortable.

BOOKS—The adopted books only are used in our schools. People are well satisfied with a uniform system of textbooks.

PUBLIC SENTIMENT—The people are becoming aroused on education, which is manifested by supplying their children with the adopted text-books, and establishing ten months schools all over the county.

LAWRENCE.

B. D. BISHOP, SUPERINTENDENT.

SCHOOL FUND—The present revenue system is a great improvement over the old in many ways. One of the wisest provisions, in my opinion, in the school law, consists in relieving the county supervisors of the responsibility of providing the public school fund for each county. They often neglected or failed to see the wisdom in providing liberally for the maintenance of the public schools, and the consequence was poor teachers and poor schools. Under the present system we receive about fifteen per cent more, annually, for the support of schools than during any former year under the old system.

The superintendent has an exact amount as a basis to work on when fixing the teachers' salaries, and does not have to approximate. The sections prohibiting the superintendent from overdrawing the fund provided each year, and that providing for the payment of teachers' salaries in cash at end of each month, are most excellent features.

While the school fund for this county has been considerably increased, the number of our schools has also been increased, and the present distribution is inadequate to maintain them four months with living salaries to teachers. Two-thirds of our schools supplement the teachers' salaries during the public term. The average salary to be paid during the scholastic year 1893–'94 from public funds will be about $20.75 per month.

Public sentiment favors a tax being levied in the county for the purpose of extending the term to six or eight months. Notwithstanding the "hard times," stringency in money matters, and the further fact that we are already paying a fifteen and a half mill tax this year, our people wanted a school levy, and I secured the name of every man I canvassed to a petition urging the supervisors to make a levy for schools. These efforts on my part failed. Our supervisors deemed it unwise to make a levy and refused to do so.

PROGRESS OF TEACHERS—The semi-annual public examinations are, I think, the fairest and best test of teachers' progress in the knowledge of text books, and a comparison of manuscripts and averages of the same teachers a year ago with those of the examinations just held show that they have made very material progress.

My teachers know that merit alone will secure a license and they are forced to improve. They know, also, that the holding of a first grade license does not of itself insure to them a good salary, and they have gone to work in earnest, attend the Institutes, read educational works, and consequently have made greater progress during the past year in methods and systematic work in the school room, than during any three years together in the past. I am entirely satisfied with the work done along this line. The corps of teachers now employed in my county are superior to any we have had during the last ten years.

TEACHERS' LIBRARY—We have twenty-two volumes of well selected books, all on subjects of vital interest to teachers, as a nucleus for a library. By the first of January next we will have three or four times this number of volumes. The books are extensively read.

COUNTY INSTITUTES—The Institute of one week, held in our county last summer had a far-reaching influence. Our teachers, without exception, became enthusiastic in the work of the Institute and their interest and enthusiasm did not abate during the session, and I am sure a great good will be the result. Those who attended are taking to their school rooms the valuable lessons taught them in the Institute. I have already noted marked improvement in the young teachers who were in this meeting. They look at themselves and their work from a different standpoint.

The people thought, two years ago, that the time spent in the Institutes was thrown away; that it was a mere form to be complied with because it was the law, but since the teachers have become interested in these meetings the people, educated up to it by the teachers, no longer regard the Institutes as a "red tape" affair. Their expressions prove that they now fully realize the benefits to be derived and are anxious for the teachers to attend.

SECONDARY EDUCATION—There are no colleges in this county. No separate school districts. We have five high schools and academies, and all are in excellent condition. All have good, roomy and comfortable buildings. Four of them are excellently equipped with modern patent desks and all the "helps" and conveniences necessary in a high school. The others have good, home-made furniture which is comfortable. The principals are all young men of ability. Each one is a professional teacher and has had the necessary training to fit him for the position he holds. They are doing a great work for this county. These schools have grown slowly but surely, and they are here to stay.

SCHOOL DISTRICTS—The law regulating school districts gave some friction at first, but it is working nicely now, and I think school patrons prefer it to the old law. It gives system.

SCHOOL HOUSES—With a few exceptions our white school houses are comfortable. We have many excellent houses. Only a few are over five or six years old, Only four log houses for whites in the county. The negro school houses are generally very small log huts, though they have a few comfortable frame buildings.

Both races are improving their houses. The whites are making theirs larger and otherwise improving them, and the negroes are replacing the log huts with frame houses, in most cases too small.

SCHOOL BOOKS—The whites are all well provided with books, but the negro children are very poorly provided. This is not because they are too poor to buy books, but because they do not appreciate the necessity of children being provided. Two to four study from one book.

PUBLIC SENTIMENT—Is in favor of the public school system, though there are some objections to the present system. Our people want the term extended to eight months, and would prefer a term of nine months.

The white people urge that they have been taxed long enough to support the negro schools and they desire the law so amended as to require the negro to raise his own revenues for school purposes, or in other words they want the school fund divided in proportion to the taxes paid by each race.

LEAKE.

J. F. WILLIAMS, SUPERINTENDENT.

SCHOOL FUND—The school fund under the new revenue system is about twenty per cent. less than that raised in recent years under the old system. It is not adequate to the maintenance of the schools four months annually if the teachers are fairly compensated for their services. The highest salary paid under the new system is $40.00 per month, and this only in three or four schools that are unusually large. The average first grade principal is paid somewhere between $25.00 and $30.00 per month.

Public sentiment is divided upon an additional levy for an extension of the public school term, though it is my opinion that after canvassing the matter a preponderance would be in favor of the tax.

PROGRESS OF TEACHERS—As a rule the teachers are extending their knowledge of the text-books. This is especially true of those who are engaging in the work as a profession. They are moving up into the light themselves, and by the increased power of additional knowledge and improved methods, are making the way easier and more attractive for their pupils. Our teachers have made their greatest advancement in the methods of teaching, and in the art of school management. In this respect the teachers of the day stand in marked contrast with those of a few years ago. This is the work of the Institute and of professional literature, which is receiving more attention now than ever before.

TEACHERS' LIBRARY—We have a teachers' library, consisting of twenty-seven volumes. It is greatly appreciated and extensively used by the more progressive teachers. It must necessarily become the source of much good. As the teacher is, the school is, and the teaching power must needs be developed by the study of books pertaining to the profession.

COUNTY INSTITUTES—In the summer of 1892 two Institutes were held, one for each race. All of the teachers attended. During the summer just passed an Institute for the white people was held. with an attendance of twenty-three teachers, about thirty-three and one-third per cent. of the whole number in the county. No Institute for the colored teachers was held, because none of them were present, notwithstand- they had been duly notified of the time, etc. This, as well as the small attendance in the white Institute, was due to the fact that all of the colored teachers and a majority of the whites, were engaged in teaching at the time the Institutes were held. The Institutes are visibly improving the teachers, and are consequently regarded with favor by thoughtful people.

SECONDARY EDUCATION—There are no separate school districts in this county, and no colleges. We have three high schools; one at Carthage, one at Edinburg and one at Walnut Grove. These are each under the management of college graduates, and are of great importance to us as educational centers. Besides these, there are several localities where the term is extended by private subscription. The tendency in this direction is increasing.

SCHOOL DISTRICTS—The district is an indispensable feature of the public school system. With it there is system and harmony; without it, confusion and discord; besides it lessens the cost of the schools.

It is impossible, however, to make lawful districts for this county and give all of the children proper school facilities. This is due to the net-work of water courses with which the county is interlaced. The law regulating the minimum size of the districts should receive some modification, so that those neighborhoods that have a large school population without the requisite nine square miles need not be deprived of a school.

SCHOOL HOUSES—There are some good houses in the county. The majority are framed buildings, and though unceiled are reasonably comfortable for summer or winter, while on the other hand, there are some that are really unfit for use at all.

I submit the idea that the cause of education would be materially advanced if the school fund could be withheld from such localities for one year and employed in building a house.

ADOPTED BOOKS—I have insisted on compliance with the law in respect to the adopted books, and none others are now used in the public schools. There was some trouble in getting them introduced, but now that it is done, uniformity is recognized by teachers, pupils and patrons as a wise provision of law that will meet with cheerful compliance in the future.

PUBLIC SENTIMENT—The public schools have caught the people. Their work of education, of diffusing intelligence and enlightening the masses is so manifest that the voice of criticism is hushed, and while the people are very sensitive on the subject of taxation, yet they cheerfully acquiesce in a tax for the purpose of public education.

The opposition in this county to a tax for the purpose of lengthening the term does not arise so much from an unwillingness to pay the tax as from a belief that four months is as much as many of the patrons could avail themselves of. The people are decidedly with the public schools.

LEE.

F. H. MITTS, SUPERINTENDENT.

SCHOOL FUND—This fund is, under the new revenue system, about $200 less than it was under the old plan. Yet I find it adequate, with what we receive from the Chickasaw fund, to support the schools five months.

I did this the past year and closed the scholastic year with a balance on hand of $3523.86. The salary for first grade teachers is about $42 per month, for second grade $27 and for third grade $18.

Notwithstanding the short crops of the past three years, and the scarcity of money I hear very encouraging expressions from my people, favoring an extra levy of tax with which to extend the term, and I think the time will soon come when this will be a reality. The people have long been accustomed to a term of four months, and now that we have added one month, they seem encouraged and aroused on this point.

PROGRESS OF TEACHERS—This is very gratifying. If I have failed on every other point of duty, I am consoled at my success here. Rigid examinations, putting each teacher on his own merits, have forced the teachers to a close study of the public school curriculum, and the natural result is a more competent corps of teachers. Not only do they labor to master the curriculum, but they are diligently inquiring after the most effective plan of doing the work and imparting to others. Professional study is receiving the attention of all high grade teachers.

TEACHERS' LIBRARY—We have now sixty-six volumes, all choice selections, and expect to add as many more very soon. I am glad to report that my teachers are very much interested in the library. They read the books and put into practice much valuable aid they get therefrom. No wiser provision in the school law could have been made than that providing for a teachers' library.

COUNTY INSTITUTES—The attendance was not what I desired, although it was fairly good, considering the summer schools and other causes that prevented some from attending. There were in attendance fifty-one white and twenty-six colored teachers, about seventy-five per cent. of the whole corps. The work done was good, and had a most desirable effect on those present. Both teacher and patron were revived and stimulated to a higher sense of duty.

SECONDARY EDUCATION—Tupelo was the only separate school district in my county prior to this year. Verona is now added, and I think other towns in the county will soon follow. The schools of Tupelo are well managed. The white school is systematically graded with eight grades, there being one teacher for each grade. The enrollment last year was 301. The colored school is doing very good work, and enrolled last year 275. There are in my county the following high schools and colleges:

Providence College, F. M. Abernathy, principal; Baldwyn High School, W. F. Lambert, principal; Guntown High School, C. W. Cochran, principal; Saltillo High School, Threldkeld & Kelly, principals.

All of these are in good condition and furnish superior advantages to about 600 pupils.

SCHOOL DISTRICTS—I am sorry that I cannot report favorably on this topic. The present law relating to establishing schools and laying off school districts is very unsatisfactory. Under this law many children are deprived of school advantages, and, with the condition of our roads and the number of impassable streams, there is no way to remedy the matter. A comparison of the enrollment for the two past years is convincing. Since the number of school districts has been reduced the enrollment is over 400 pupils less than before. This should not be allowed, and the only way to remedy it is to change the law. In my humble judgment, I think the law should be amended to read: "No school district shall contain less than six square miles, nor shall there be more than one-ninth as many schools for either race as there are square miles in the county."

SCHOOL HOUSES—There is a want of interest here. While some improvement is perceptible in most neighborhoods, in others there is little or none. Many patrons are so far from their school houses that they take no other interest in the matter than to complain and ask that changes be made. This tends to cause others to lose confidence in the matter and slow to make improvements. This is, and has been, the greatest work with which I have been confronted.

BOOKS—As a rule, children are well supplied with the adopted books. We got easy terms for exchange and introductory prices to start with, and then forced an immediate adoption, which was readily done in all my schools, and as a result we have uniformity in its true sense.

PUBLIC SENTIMENT - In the main is friendly toward public schools. It is a recognized fact that they furnish advantages to many poor scholars, who, without the public school, would be without hope of an education.

LEFLORE.

B. G. HUMPHREYS, SUPERINTENDENT.

SCHOOL FUND—The State distribution, under the present law, is not as large as the fund raised by the revenue laws prior to the adoption of the Code of 1892. The difference, however, is not material, and I think it entirely possible, if indeed not very probable, that the Assessor is at fault for the deficiency. There are fewer children in this county, according to the enumeration of 1892, than there were in 1890, and while I have no statistics to confirm the assertion, I think I can safely say that the population of the county has been on the increase all the time. The distribution, at present, is sufficiently large to maintain the schools four months, and I hope to be able to have them taught five months during the next scholastic year (1893-'94). I have made very radical changes in the salaries of the teachers since my appointment. I found that the white teachers were paid on an average about $35.00, while many negroes were paid $40.00. I found, too, that many schools with a large attendance were taught by one teacher with a large salary where an assistant was clearly needed. I have remedied this to some extent, and hope to do more in that direction next year. First grade white teachers are nearly all paid $50.00 now, and every school where an assistant is needed is given one.

The people are nearly all (in fact, there are so few dissenters that I may say they are all) opposed to any county levy for extending the term.

PROGRESS OF TEACHERS—I am sorry not to be able to make a favorable report under this head; but my observation convinces me that the facts are against it. There are a few teachers in the country schools, and I believe nearly all in the Greenwood separate district school, who are "worthy and well qualified," but there are many whose improvement, I am afraid, "grows fine by degrees and beautifully less." The Institute, conducted by Prof. B. P. Patterson, has done much good, I think, though I have not had time enough yet to know the extent, in improving the conduct and management of the schools. As to their improvement in professional study, I believe I can safely say that there are not five, or at any rate, not exceeding that number of teachers in the county, outside of the Greenwood separate district, of both races, who have ever read a work on pedagogy, or who take or read any educational journal whatever.

TEACHERS' LIBRARY—There is no library in this county. I have talked to some of the teachers on this subject, and think I will be able to carry out the suggestion contained in the circular letter of the State Superintendent, and have each to contribute twenty-five cents towards purchasing and maintaining a library. There is certainly not a county in the State that needs a library more than Leflore.

COUNTY INSTITUTES—Not quite half of the teachers who taught in the county last year (1892-'93) attended the Institute. This, however, was possibly nobody's fault. Quite a number of those who taught here lived in other counties, and had finished their schools and returned home before the Institute was held. Others, who live here, had secured summer schools in other counties, and were away at that time. Most of these, I believe, were present at the Institutes held in the counties in which they happened to be. Those who attended the Institute here seemed to be very much interested in the work, and I believe, thanks to Prof. Patterson, much good was done. The people generally took no interest whatever in the Institute.

SECONDARY EDUCATION—There is but one separate school district in this county, Greenwood. This school, that is the white school, is now in better condition in all respects than ever before. Prof. Sam Holloway, the principal, took charge of the school in September, 1892, and literally brought order out of chaos. The preceding term had been taught four months by one corps of teachers, and then, after the patrons, trustees, teachers and children had unanimously agreed to disagree, another corps entirely new took charge and finished the eight months' term.

Prof. Holloway began by making it a graded school and since that time the school has been improving. The negro school has been made a graded school this year and promises to show as much improvement as the white.

SCHOOL DISTRICTS—I have been unable to see any advantage gained by this law. The children attend the same schools as formerly, and if by chance or design they are put in a different district from the one they formerly attended, they immediately get the consent of the trustees of the two districts to attend the school of their choice. I require every teacher to make an accurate map of his district, showing sections, townships, ranges and water courses, and this may be an improvement to them, otherwise I fail to see the advantage of the new law.

SCHOOL HOUSES—There are very few school houses in this county, strictly speaking. Nearly all the schools are taught in churches or tenant houses on the large plantations. The disposition to build houses is difficult to define. The white schools are all provided with houses, owned either by individuals or the churches, where no houses have been built by the sixteenth section trustees, and the negroes, when no church is convenient, are usually provided with a house by the owners of the plantations. The disposition of the negro is to build a school house in every district, but they rarely have money to do so.

BOOKS—This is a serious trouble with the negroes. Many of the children who should study both the histories of Mississippi and the United States are prevented from doing so by the refusal of their parents to provide them with the books. This is also the case with all the higher branches taught in the common schools. I am sorry this is not solely true of the negroes, but the white people too are very careless in this particular. Outside of the Greenwood school it is next to impossible to get a class in either Mississippi History or Civil Government.

PUBLIC SENTIMENT—I think the sentiment of all thinking people is in favor of the public schools. Of course, there are some here, as everywhere else, who oppose the public school and everything else that is in keeping with the ideas of the nineteenth century, but fortunately they are like angels' visits.

LOWNDES.

W. L. LIPSCOMB, SUPERINTENDENT.

SCHOOL FUND—The school funds of Lowndes county, under the new school law, have decreased in the Columbus school district, and have increased in the country school districts. But the funds from the State distribution have been sufficient, in both, to maintain the schools for five months. In the Columbus school district the schools were continued for an additional period of four months, by use of balance in the school treasury and funds received from other sources. The funds from other sources being exhausted, the term of nine months will be maintained by a levy of one and one-eighth (1⅛) mills, added to the State distribution. The county school fund carried forward a balance of $1394.02. There has been no material change in the average salaries of the teachers. The greatest difficulty in the school funds is the want of money in the treasuries until February and July, at which times the State distribution is received. The Board of Supervisors have obviated this difficulty by making arrangements with the bank to allow the treasurer to overdraw his account by the payment of the usual interest. School warrants are paid in cash on presentation.

PROGRESS OF TEACHERS—The teachers are improving in their knowledge of text books and of school methods.

School discipline is still the greatest deficiency, and can only be remedied by the adoption of a uniform grading of the country schools. The grading recommended by the State Superintendent in the Outlines for Institutes, has been adopted by a few of our country schools, with good success. Many of the teachers avail themselves of all the advantages in professional study which their limited resources will permit.

TEACHERS' LIBRARY—A teachers' library of thirty-nine volumes was selected and purchased by the Board of Examiners in the vacation of the last school year. They contemplate the addition of sixty more volumes during the present year. The library will be opened for general use after November 1, 1893.

COUNTY INSTITUTES—Successful Institutes were held for white and colored teachers, with the following attendance: white thirty-four, or seventy-five per cent.; colored forty-three, or fifty per cent. The Institutes are becoming more useful to the teachers under the present system of a protracted term with experienced leaders. They could be made still more useful if the leaders would study the wants of the country schools and more carefully examine the text books. Conformity to the outlines prepared by the State office would add to their efficiency. Our teachers are not yet prepared for ideal pedagogy, metaphysical psychology, or collatoral science. They need elementary truths and simple methods, plainly taught.

SECONDARY EDUCATION—The Columbus school district is the only separate school district in the county. Five school districts outside of Columbus maintain their schools for a longer time than five months, and extend their curriculum into the high school course. The Industrial Institute and College is located in Columbus.

SCHOOL DISTRICTS—The Lowndes County School Board have performed their duty faithfully in the matter of school districts. Official school maps, showing the boundaries, have been prepared. The laws have been complied with in the election of trustees, location of schools, transfer of children from one district to another, etc., etc. The operation of the law has caused no complaint.

SCHOOL HOUSES—The white schools are taught in good houses, well lighted and warmed, and every one furnished with modern school desks, blackboards, etc. These school houses are all public property, belonging to the county or to trustees elected by law, who hold them in trust for school purposes only. The colored schools are taught in churches or school houses, the majority of which do not belong to the county or to elected school trustees. They are furnished with good stoves and chalk at the public expense. One hundred additional school desks have been recently purchased.

BOOKS—The children are well supplied, in both white and and colored schools, with the adopted books, no others being allowed.

PUBLIC SENTIMENT—Public sentiment has become settled in favor of the public school system, the only objection urged, being the great expense, and want of confidence in the education of the colored race. The county is not yet prepared for the additional expense of an extended term.

MADISON.

W. B. JONES, SUPERINTENDENT.

SCHOOL FUND—The amount of the fund under the new system of revenue is very little in excess of that raised under the old system. The State distribution is adequate for a four month's school, paying the whites an average salary of $39.00, and the colored $25.00. The aditional levy of one mill made by the county, gives us a five month's public term, and a surplus of $1500.00. Under the new system teachers are compelled to either discount their warrants for the first two months or hold them till the January distribution is received and the fifth month's report is not paid until June. Petitions were sent to teachers all over the county, and in two weeks were sent back, with four hundred names of the citizens of Madison county, asking the board of supervisors to levy an additional tax of two mills for school purposes; but they refused to grant the levy. There was only one counter petion filed against the additional levy. We had only two weeks to work the petitions, and are not satisfied with the esult. We have not despaired of getting this additional levy, and will present so strong a petition to board of supervisors next September, that they can not afford to ignore it.

PROGRESS OF TEACHERS—(a). The teachers are realizing the importance of a thorough knowledge of the text books, and are making strenuous efforts to perfect themselves therein. (b). They have learned that to have a school worthy of the teacher and an honor to the county, school management and discipline are very essential. (c). They are rapidly discarding the old time methods and supplanting them with live, new and progressive ones. They are opening their eyes to the fact that their profession, like any other, requires study, time and attention.

TEACHERS' LIBRARY—The library, at present, is small, but we will continue to increase the same, and at no distant date will have one of which any corps of teachers may feel proud. The majority of the teachers use the books, and I feel confident are much benefited thereby.

TEACHERS' INSTITUTES—The attendance upon the Institutes for the two past years has been about fifty per cent. Every teacher who has attended the Institutes has expressed himself as highly pleased with the manner in which the Institutes are conducted, and very much benefitted and well repaid for the time spent in attendance upon same.

SECONDAY EDUCATION—The Canton graded school, superintended by Prof. W. F. Pate, assisted by five competent and efficient teachers, has an enrollment of 225 pupils. There are eight grades, two of which are beyond the public school curriculum. The only thing needed to make it a school equal to any in the State is a nice, new and commodious brick building.

SCHOOL DISTRICTS—Under the school law of 1892, the redistricting of schools has proved a benefit. Patrons knowing that they must patronize the school in their own district, do not send to another school, and in this way build up one school and tear down another.

SCHOOL HOUSES—The houses used by the whites are very comfortable and very well supplied with desks and blackboards. The negroes, with a few exceptions, teach in their churches, which are very large and generally comfortable. They are very poorly supplied with desks, but all have blackboards. Several schools applied to the Board of Supervisors for aid this fall; but they refused to spend any of the surplus for building or repairing.

BOOKS—The books adopted for this county are Holmes' readers, Reed's spellers, Maury's geographies, Wentworths' Practical Arithmetic, Robinson's Progressive Intellectual Arithmetic, Steele's sciences, Reed & Kellogg's grammars, Chambers' U. S. History, Peterman's Civil Government, Lowry & McCardle's History of Mississippi, Hill's Rhetoric and Composition. The schools use the adopted books, and the white are well supplied. The negroes, as a rule, do not teach the sciences and the higher branches, but are very well supplied with readers, spellers, geographies, grammars and arithmetics.

MARSHALL.

S. W. MULLINS, SUPERINTENDENT.

SCHOOL FUND—Under the old law we received by the State distribution and statutory three mill county levy $18,000.00, but by the liberality of our Supervisors this amount was increased to between $23,000.00 and $24,000.00, by the addition of all the fines and forfeitures and two-thirds of the railroad tax. Under the new law we receive by State distribution $21,000. Since the enactment of the present law, all county aid has been withdrawn and we get only the State distribution ($21,800 00). While our fund is less now, I like the law better, because the amount is fixed and sufficient to maintain the schools for five months, and not annually subjected to the changing views ot a Board of Supervisors. The State distribution will maintain our schools four months, at an average salary of $40.00 per month. Our people are divided upon the question of a county levy for the extension of the term, but I think a decided majority would favor the proposition if submitted to them.

PROGRESS OF TEACHERS—Most of our old teachers hold a "three years' license," or are exempt from examination under "the five year" law. A large majority ot the teachers that are entering the profession are well qualified in text book knowledge and showing improvement on every examination. In conduct and management of our schools decided progress is to be observed. I attribute this to the influence of county Institutes, professional reading and study and the demands of an intelligent public sentiment.

TEACHERS' LIBRARY—We have a well selected library of one hundred and twenty volumes. It was not ready for use until the close of the winter term, and hence not extensively used. Many of the books are now in the hands of teachers, and I have every reason to believe they will be extensively read during the ensuing winter term.

COUNTY INSTITUTES—In the summer of 1892 we had county Institutes, and about ninety-five per cent. of our teachers attended. The teachers were inspired with new zeal and were improved in methods of instruction and government. The people did not attend these Institutes, but such gatherings necessarily stimulate and cultivate a healthy public sentiment in favor of education. Last summer (1893) our county Institutes were merged into the Peabody Normals at Oxford and Holly Springs. About twenty-five per cent. of our white teachers attended at Oxford, and about seventy per cent. of the colored, at Holly Springs.

SECONDARY EDUCATION—*Separate School Districts*—Holly Springs is our only separate school district. It employs eight teachers, enrolls between three and four hundred pupils, and is maintained nine months.

High Schools—Mt. Pleasant High School employs three teachers, enrolls over one hundred pupils, and has nine months. Waverly Institute employs four teachers, enrolls one hundred and twenty-five pupils, and has a ten months term. Kate Tucker Institute employs two teachers, enrolls seventy-five pupils, and has a term of ten months. Reid Institute employs three teachers, enrolls one hundred pupils, and has a term of nine months.

Colleges—Malone College for white girls, with an enrollment of ninety, thirty of whom are boarders. North Mississippi Presbyterian Synodical College, with an enrollment of eighty, thirty of whom are boarders. St. Thomas Hall, for white boys, with an enrollment of sixty, twenty-five of whom are boarders. Rust University for colored youth, with an enrollment of about three hundred. State Normal for colored youth, with an enrollment of two hundred.

SCHOOL DISTRICTS—While in some few localities the present law for districting works a great hardship, in the main it is an improvement. It enables the teacher to enumerate the children more accurately. It prevents the changing of pupils from one school to another for trivial and groundless causes, prevents fraudulent voting in the election of trustees and serves as a check upon the County Board of Education where disposed to establish more schools than the fund can maintain.

SCHOOL HOUSES—The majority of our houses are comfortable and many of them are well equipped. The disposition to improve and furnish them, in most instances, depends upon the teacher. Some teachers by arousing a sentiment and enthusiasm for education, improve and equip every house in which they work, while others allow them to go to waste.

BOOKS—In some instances our people do not supply children with necessary books for want of the means. Where children have books, they are, almost without exception, those adopted by the county.

PUBLIC SENTIMENT—A large majority of the people favor public schools. Nearly every man opposed to them has his individual objection. The following are those most frequently met with: "Every man should educate his own children," "The white people ought not to be taxed to educate the negro," "A different school law," etc.

MONTGOMERY.

W. E. SIMPSON, SUPERINTENDENT.

SCHOOL FUND—The State distribution, under the new law, is not sufficient to run the schools four months and give salaries sufficient to secure first-class teachers. The majority of the educable children in my county are white, and districts are so laid off that all the children can attend the schools, and salaries are down to an average of $18.00 per month. Under the old law, with the State distribution and a levy of three mills, we ran them four months each year at an average of $24.00 per month. An average of $24.00 per month will give satisfaction, but $18.00 will not. The best schools in my county are supplementing the salaries of teachers to secure the best talent, leaving the second-rate teachers to drag on in the small schools. I think the new law much the best, if the distribution was sufficient to give better salaries to good teachers. It is more definite and reliable in its operation. The matter of extending the term has not yet been canvassed much, but will be next summer, and I think will meet with favor.

PROGRESS OF TEACHERS—A very large per cent. of the teachers of my county have made an advance in their knowledge of text books. In fact, they had it to do or drop out. The white people, especially, do not want a second grade teacher, and the colored people are getting a little particular about the grade of their teachers. The Institutes and normal schools have had a decided effect in stirring them up on school government and professional training.

TEACHERS' LIBRARY.—With the opening of the schools this month we will also open our library for the teachers.

COUNTY INSTITUTES— Not more than twenty-five per cent. of the teachers attended the Institutes last summer. This was partly owing to the fact that the notice was very short, this being the first one held in the district, and partly to the fact that several others were engaged in teaching in this and adjoining counties. I am satisfied that we now have an interest worked up, and hereafter there will be a good attendance and great benefit derived from the present plan of holding Institutes. The people generally have not become interested in county Institutes.

SECONDARY EDUCATION—In my county we have only one separate school district. The Winona graded school, being in a flourishing condition, and giving general satisfaction, has absorbed the greatest amount of patronage.

Prof. S. Ritchie has recently opened a select school of a high order of scholarship for boys and young men to fit themselves for professional life. It is also open to young ladies.

The Poplar Creek Male and Female Academy is still doing good work and increasing in favor and patronage.

The Kilmichael High School opened in September with a good attendance, and promises to be a fine school, with its energetic and scholarly chief.

The Stewart High School, with the largest school population around it of any district in the county, opened in September, and promises good work.

The Duck Hill school was opened in October for a ten month's term.

The New Liberty school, near Lodi, commenced in September with good attendance. These schools all seem to have imbibed new life, and are working with zeal and energy.

SCHOOL DISTRICTS—In my county the school districts are very nearly the same as when first established under the old law. The lines of a few have been changed to suit the convenience of the shifting school population. I suppose the law is about as good as it can be made.

SCHOOL HOUSES—I am very sorry to say that the school houses in my county, with few exceptions, are very poor indeed, and I certainly think the Legislature should enact a law that will compel the people to build good houses, or stop their schools until they come to time in the matter. It is throwing money away to pay a teacher to sit up and freeze out a parcel of children in an old hut or barn in winter, or roast them in summer.

BOOKS—The children are generally pretty well provided with the adopted school books.

PUBLIC SENTIMENT—The time has passed for any serious objections to the public school, except by a few old fogies. The free school is here to stay, and the plan is now to make it work with as little friction as possible.

MONROE.

C. L. TUBB, SUPERINTENDENT.

SCHOOL FUND—The new revenue system operates quite advantageously to my county, giving us from $3000.00 to $4000.00 per annum more than the old; and I might add that the school fund received exceeds the whole amount of State tax paid into the treasury. I am happy to say that my fund is in a most healthy condition. The State distribution alone is amply sufficient to maintain my schools in session five months; as with it, during the last year, I succeeded in running one hundred days, paying the following average monthly salaries, to-wit:

White males	$ 37 08
White females	33 37
Total white	34 75
Colored males	17 15
Colored females	14 80
Total colored	16 29
Average both races	25 29

I have never lost an opportunity to present to my people the advantages and the necessity of a longer term. In many parts of the county, during the last few months, public meetings, largely attended by school patrons and those interested in the cause of education, have been held, and in my judgment the people are now ready for a county tax to extend the term to at least seven months.

PROGRESS OF TEACHERS—Teachers have manifested commendable zeal and interest in better fitting themselves for their work. Many of them spend almost the whole of their vacations in attending summer review schools, Institutes, Peabody normals, etc. In the first and second fall examinations, 1892, more than seventy-five per cent. of the applicants failed, principally in arithmetic. This year the failures have been largely reduced, many having obtained licenses running from two to three years, thus showing a remarkable improvement in the knowledge of the texts. Most of them are earnest workers, who take a lively interest in all that pertains to their profession, and are able to manage the school with tact and skill. I must say, however, that professional study has been sadly neglected by a large majority of them. Professional works, educational papers, and educational journals are not circulated among them as they should be, though there now seems to be a general awakening, as at the dawn of a better day.

TEACHERS' LIBRARY—We now have ninety volumes, most of them in the hands of live, progressive teachers, who read them with an eager desire to become better acquainted with their profession and to increase their power to serve a noble calling. A few of the more zealous workers have already read nearly every volume. In a few weeks we hope to add as many volumes as we already have.

COUNTY INSTITUTES—It affords me great pleasure to note the onward movement in this line of educational work. Much zeal and enthusiasm has been manifested in Institute work. In 1892, there were in attendance upon the white Institute eighty-six teachers, or about ninety-seven per cent of the whole teaching corps; colored, seventy teachers, or about eighty-four per cent of whole corps. Those for 1893 were attended with practically an increased interest, especially among colored teachers, who have this year earnestly labored to turn their faces to the light.

Immense good has resulted from the renewed ambition and enthusiasm which the teachers have borne with them from the Institutes to their respective fields of labor. The latest and best methods have been adopted in almost every school, besides a well organized system of government; and the people are thoroughly impressed with the utility of the Institute work.

SECONDARY EDUCATION—We have one separate school district, Aberdeen, now under the management of Supt. M. Rose, which bids fair to do excellent work; also one high school, Amory, under the supervision of Prof. E. E. Cowley, who from year to year sends out a number of well-trained young teachers. These are most valuable reinforcements to our teaching corps. There are two schools in the county, which are soon to be classed under this head.

SCHOOL DISTRICTS—Owing, perhaps, to the large area of my county, the present law operates without friction.

SCHOOL HOUSES—I cannot render a very flattering report as to the condition of our country school houses; yet all those used for white schools are fairly comfortable, and improvements and repairs are continually being made. The colored schools are taught principally in churches and old, dilapidated school buildings, many of them mere sheds or barns; however, a few neighborhoods have erected handsome buildings for their colored schools.

They are all poorly supplied with furniture and apparatus, yet there is a general disposition to supply this long-felt want. I would suggest that a certain per cent. of the annual school fund be disbursed for this purpose, giving to each district an amount not greater than the patrons themselves contribute.

BOOKS—As a general rule children are well supplied with the adopted books. Instructions have repeatedly gone from this office to teachers, positively forbidding the use of any other than the adopted texts, and to admit no pupil who has not supplied himself with the proper books. As a result, the teachers in many instances have supplied those pupils whose parents were unable to purchase for them.

PUBLIC SENTIMENT—It gives me great pleasure to announce that there exists a most happy and contented feeling; rarely, if ever, is an objection heard.

Permit me, in closing this report, to ask our next Legislature to repeal the law giving trustees the right to divide the term. No other section of our school law is so detrimental to the public good.

NEWTON.

T. J. REYNOLDS, SUPERINTENDENT.

SCHOOL FUND—I had but little experience under the old revenue system, but find that we are about $2000 short, owing to the fact that the board of supervisors have failed, as yet, to make any levy. By practicing the strictest economy, which is practicable under the law, without materially affecting the salaries of efficient teachers, I can keep the business moving with but little friction, and keep within the limits of the State distribution. The salaries of country first grade teachers will average about $30 per month.

I believe that a good majority of the people favor the levying of a county school tax sufficient to extend the public school term to six months.

PROGRESS OF TEACHERS—There has been a decided improvement on the part of teachers, in regard to their knowledge of text books, owing, mainly, I think, to the fact that this improvement was necessary to insure success in the examinations. I have endeavored to carry into effect the suggestion of our state superintendent: "Hold an honest examination, and make a license the test of merit."

It is also evident that much improvement has been made all along the line of the actual conduct and management of the county schools.

TEACHERS' LIBRARY—We are making arrangements to procure a good teachers' library. I believe that much good will result from it, and that the educational interests of the county will be greatly promoted thereby.

COUNTY INSTITUTES—Our county Institute for white teachers, the past summer, was merged into the summer normal at Lake, and, while not exceeding thirty per cent. of our teachers were in attendance, yet the effect for good can scarcely be estimated. I believe that the present system of institutes will prove to be much better than the old plan The Institute for colored teachers was heldat Decatur and conducted by Prof. G. W. Turner, with good results.

SECONDARY EDUCATION—We have one separate district (Newton) and five colleges and high schools—Hickory Institute, Conehatta Institute, Decatur College, Lawrence Institute and Union High School. All seem to be in good condition, having opened up with fair attendance.

SCHOOL DISTRICTS—The operation of the present law, so fas as districting is concerned, I think, in the main, is about as good as it is possible to have it, and seems to give very general satisfaction.

SCHOOL HOUSES—With a few worthy exceptions, I cannot say much in favor of the condition of the country school houses, and there seems to be but little interest manifested in the equipment of the same.

When will our people learn to appreciate properly the comfort and educational interests of those bright little girls and boys who brave the winter storms in quest of knowledge?

BOOKS—In some communities I find it quite difficult to induce parents to provide their children with the adopted books, but this obstinacy is fast giving way.

PUBLIC SENTIMENT—The masses seem to appreciate the public school system, and gladly embrace the opportunity of cheap education. Yet there are some chronic grumblers object to it on various trifling pretexts, and of course who would object to anything.

It seems to me that the greatest mistake in the law is leaving it with the board of supervisors to fix the salary of the county superintendent. The law should fix the salary, and not leave it to an ignorant board. Then the salaries would be more uniform and just.

NOXUBEE.

S. M. THOMAS, SUPERINTENDENT.

SCHOOL FUND—Our receipts under the present law are almost exactly the same as under the former. We maintained our schools only four and a half months last year, but can very easily continue them five months this year on the same salaries that we paid last year.

We had a number of petitions for an extra school tax printed last summer and sent them to teachers and others interested in the welfare of the public schools, and got quite a number of signatures from all portions of the county except Snuqualak and Brooksville, the only two railroad towns in the county except Macon, and in one of these the teacher upon whom I was relying to work up the petition had typhoid fever, and in the other had just married, so one petition was not returned at all and the other had only six or seven signatures. But we will try again, and I hope with better success.

PROGRESS OF TEACHERS—I think, judging from the result of our examinations, that many of our teachers are getting a more thorough knowledge of their text books than they have had heretofore. Although the improvement in the actual conduct and management of schools has not been as marked as I would like to see it, there has been some improvement already, and I think that it will be greater during the ensuing year, as a result of our Institutes last summer, both of which were interesting and instructive.

A larger per cent. of our teachers seem to be interested in reading professional literature than I have ever known before.

TEACHERS' LIBRARY—We have a duplicate library of fifty volumes, the "No. 4" library offered by E. L. Kellogg & Co., in a neat book case with glass doors and lock and key. Several of the teachers have been reading during the summer and I think that most of them will read during the winter term.

COUNTY INSTITUTES—There were twenty-eight white and fifty-nine colored teachers that attended our county Institutes last summer, or about fifty-five per cent. of the white and eighty per cent. of the colored. Two reasons explain the small attendance of white teachers: First, ours was one of the first counties in which institutes were held last summer and we did not have time to give notice, and the second is, that at the time our Institute was held several of our teachers were out of the county attending normal schools.

I think that the institutes have done more to educate the teachers up to a proper appreciation of the necessary qualifications of a true teacher than anything else that we have ever tried, but as stated above, the last one was held on such short notice that we had not sufficient time to get up much public interest.

SECONDARY EDUCATION—There is only one separate school district in our county, the town of Macon, in which there are two public schools, one for white and one for colored children, with a corps of six teachers each, and a total of about 1000 educable children. The white school has an excellent physical and chemical apparatus.

There is also the Calhoun Institute and Business College in Macon, under the management of Prof. J. R. Alexander and wife, who are assisted by Miss Lynch, all of whom are from Kentucky and first-class teachers.

The Brooksville High School, under the management of Prof. J. G. Glenn, has been doing good work for the past two years.

The Shuqualak Female College, formerly under the management of Rev. L. M. Stone, is now presided over by Rev. H. M. Long and daughters.

And last on the list, but by no means the least, comes the Shuqualak Male High School, Prof. W. T. Foster, principal, who during the one year that he has had charge of the institution, has built up a first-class preparatory school for boys and young men.

SCHOOL HOUSES—Most of the white schools have very good school houses, that are reasonably comfortable in winter; but a large per cent of the colored schools are taught in churches, many of which are large and roomy, but are not all as well heated in winter as I would like to have them. Only a few of the schools are as well supplied with desks and black-boards as they should be, but most communities seem to be taking more interest in their schools than usual.

BOOKS—Nearly all of the white children are very well supplied with books, but a good many of the colored children, owing to the floods and short crops of last year, were not able to buy all the books that they needed, but where they bought books at all, they bought the adopted books, as the teachers were directed not to give instruction in any others.

PUBLIC SENTIMENT—There are two objections that I sometimes hear urged against the public schools, one is that the term is too short, and the other is "we are paying out too much money to educate the negro." But I argue that a three mill tax will give us eight months public schools per annum, and that the education of the negro is a part of our heritage.

OKTIBBEHA.

W. H. MILLER, SUPERINTENDENT.

SCHOOL FUND—Under the present system our school finances will compare favorably with the fund received under the former revenue system. The distribution is adequate to maintain our schools for four months at moderately fair salaries. We have no outstanding indebtedness, except such as has been provided for, and school warrants are promptly cashed.

The question of making a county levy to extend the term of our schools, has but recently been agitated in this county. Where this matter has been discussed, the people, almost to a unit, favor the special levy. If this question be properly presented to the people, I think there will be no difficulty in securing the three mill levy next fall.

At our county institute, the teachers, by a unanimous vote, passed a resolution pledging themselves to labor to secure an extension of the term, and we confidently expect to have the levy next year sufficient to maintain our schools at present salaries, for seven or eight months.

PROGRESS OF TEACHERS—During the past year the teachers have made considerable progress in knowledge of text-books, as evidenced by the examinations. Two causes may be assigned for this advancement; first, an earnest desire to improve their qualifications and grow in their profession has prompted many to hard study of the text-books; second, fear of failure in the ever increasing (in this county) stringency of examinations has driven others to make better preparation in branches taught in our public schools.

There has also been a marked advancement in the conduct and management of schools. We are slowly but surely getting out of the old ruts. New and better methods are being introduced, and a higher grade of work is being done. Teachers are beginning to look upon teaching as a profession to be studied, and not as a mere stepping stone to some other calling. They are beginning to realize that the time-killing teacher belongs to the past, and there is a growing demand for live, zealous, progressive teachers.

Many of the teachers have received but little professional training, but the attendance last summer at the normals and the county institutes shows the interest manifested all along the line. The accessions to the teaching corps are mostly graduates from high schools and colleges, and they are putting new life and vigor into our schools.

TEACHERS' LIBRARY—Our library for teachers contains only twenty-five volumes and six educational journals—at present, only a nucleus. Such as we have, are kept in the hands of the teachers and are eagerly read. These works—limited though their number—are producing most beneficial results; preparing the teachers for better work, and inspiring them with a higher conception of their profession and its duties and responsibilities. Some of the teachers take educational papers.

At the last county institutes the teachers in attendance subscribed $28 for the purpose of adding to the teachers' library.

COUNTY INSTITUTES—Thirty-six white teachers, fifty per cent of the white teaching force, attended the institutes last summer. They were prompt and regular in attendance. All seemed greatly interested in the exercises and many took an active part in the proceedings.

The Institute of one week is a great improvement on the Saturday Institute, and is one of the most potent factors in advancing the teachers. I would favor a summer Institute of four weeks, attendance being a prerequisite to teaching during the ensuing term, and teachers receiving compensation sufficient to cover necessary expenses.

SECONDARY EDUCATION—We have but one separate school district in our county, that of Starkville. The schools of this district (one white and one colored) are graded and maintained eight months. They are in an unusually prosperous condition, at present, as to attendance and management, but I must say they are not as well furnished and liberally supplied with charts, maps, apparatus, etc., as first-class schools should be. However, the town only recently purchased the two buildings in which the schools are taught, and still owes for them. This necessitates economy for the present.

The A. & M. College, in this county, needs only to be mentioned in this connection. We have two high schools in our county, one at Sturges and one at Maben. The public term is supplemented at both places by a pay term of five months. Besides the public school curriculum, instruction is given in book-keeping, higher mathematics, etc.

SCHOOL DISTRICTS—The present law works well and gives very general satisfaction. Being confined to the school in their own district, parties naturally take more interest in the selection of the teacher, the election of trustees, and the condition of the school room. Besides this, it serves to prevent those who are disposed from taking advantage of two schools.

SCHOOL HOUSES—Under this head, I cannot speak so favorably. I must acknowledge that, generally speaking, the school houses of this county are not a credit to its citizens. The most of them are badly lighted, but have the greatest abundance of ventilation, from below and above. Furniture is of the most primitive and meagre kind; blackboards, few; maps and charts, not known. With very few exceptions, the school houses belong to private individuals, and I don't see how the county, with justice to itself, could invest anything in fitting up these dilapidated buildings. My policy is, and has been, to urge the patrons to fit and furnish their own buildings and place all the money coming to the school fund to the extension of the term. I am meeting with some success.

BOOKS—After a hard struggle, the children are generally supplied with the books adopted for the county. The adoption of a uniform series of text books was a wise provision of the school law, and the patrons who "kicked" against it at first are now beginning to see the benefits resulting from this law.

PUBLIC SENTIMENT—Possibly at no time in the history of the free school system have the people looked with more favor on our public schools. The people realize that it is only through the public schools that the rising generation can be educated. The main objection urged is that the term is too short for satisfactory results to be secured. There is no opposition here to free education. Whatever dissatisfaction may exist is attributable to real or supposed defects in the operation of the school law, and not to a sentiment adverse to the principles of public education.

PANOLA.

J. L. MCGEHEE, SUPERINTENDENT.

SCHOOL FUND—A contrast of the new revenue system with the old does not show a favorable comparison in favor of the new so far as it relates to this county.

The report of the county treasurer shows a decrease in receipts for the past year of $3868.53, as compared with the year before. This falling off in receipts caused a reduction in salaries. We have been able to maintain our schools, however, the four months with the State distribution; salaries averaging about $30.00. Maintaining our schools for a term of six months, as we have done for a number of years, the enthusiam of the people has not yet been sufficiently aroused to secure a tax for extending the term. They are being stirred up along this line, however, and we hope another year to have a seven or eight month's term.

PROGRESS OF TEACHERS—In the knowledge of text-books the teachers are appreciably advancing. This is evidenced by better axamination-work—better class work. and by frequent discussion on the subject in our teachers' meetings.

In the conduct and management of schools, progress is made in proportion to experience in this work. Believing that no school can be successfully taught which is not properly conducted and managed, I largely consider executive ability in the organization of the teaching corps, progress has been the result

In professional study, I find appeciable progress on the part of white teachers. And a small proportion of the colored teachers. A larger per centum of the latter, I am sorry to say, manifest too little ambition on this line. We will hope for and continue to work for better rerults.

TEACHER'S LIBRARY—We have only a small library collected by the teachers some years ago. No additions under the present law, yet. Teachers's journals and periodicals on school work have a good circulation among the teachers.

COUNTY INSTITUTES—The county Institute was held with attendance of forty-three whites and seventy-two colored teachers—about sixty-seven per centum of the whole corps.

Effect upon teachers has been to awaken new desires, create new ambitions and bring about a determination to better prepare themselves for their work; with the people it has created a new and wholesome interest in the great system of public schools.

SECONDARY EDUCATION—One separate school district and ten or a dozen high schools in excellent working condition, and making admirable progress In these schools pupils receive advantages beyond the public school curriculum—such as courses in advanced mathematics, in Latin, French, German, etc.

SCHOOL DISTRICTS—As established under the present law give satisfaction generally speaking. Occasionally there comes to the front a "kicker," whose objection when ferreted out is lodged in a desire to have the school-house at his own door. My opinion is heartily in accord with the purport of the law, its tendency being to build up good schools and better schools in each district.

SCHOOL HOUSES—The condition of the school houses in the country is constantly improving; especially is this the case with the white schools. We find our white people anxious to equip and make comfortable their school-houses, and they do so as far their means justify. The colored people, except in localities, are listless and seem willing to move along in a loose, get-along-as-you-can-way. A change for the better will come after awhile.

BOOKS—The children are fairly well provided with the adopted books. We use no others, and have but little complaint as to a lack of books.

PUBLIC SENTIMENT—The public school system is growing in favor with the people. They recognize in it the means of educating the children of the country, and the uplifting of the masses. They acquiesce in its requirements, and aid its onward movement. Realizing its potency for the general good, they are growing each year more enquiring and particular as to the qualifications and fitness of their teachers for the work. 'Tis true an occasioal grumbler is met with, but he is either the fellow who contributes nothing toward the support of the system, or reaps the greatest benefits, and complains because it is not run in keeping with his idea of things, or his prejudices heeded.

PEARL-RIVER.

W. C. ANDERSON, SUPERINTENDENT.

SCHOOL FUND—The new revenue system for public schools has proven a great draw-back to our schools. Only those schools best located and paying heretofore the highest salaries were able to secure teachers. The funds are not adequate to maintain the schools four months annually at a salary for which teachers are willing to teach, salaries being from eleven to thirty dollars, only two teachers in the county getting the latter amount. The board of supervisors levied at its last meeting a tax upon the property of the county of two mills for the purpose of extending the time. I think it will meet the approbation of the people generally.

PROGRESS OF TEACHERS—We have but few teachers in Pearl-River county. These are, for the most part, well up as to knowledge of text books. Will have the incoming year about enough teachers to teach all the schools, having two high schools in the county at which a number of young persons are attending. Up to the present time half at least of the teachers are from other counties.

TEACHERS' LIBRARY—Short funds and non-resident teachers have deterred us from going to the expense of buying a library.

COUNTY INSTITUTES—We have had none under the new regime. Funds have been too short, and the past year there was a mishap in getting our teachers and the Institute conductor together. We feel that we missed a great deal.

SECONDARY EDUCATION—There is now, and has been for four years, a high school at Lumberton, conducted by wide-awake teachers, partly supported by funds from the county to the amount of about $500 per year, until the present revenue system was established, since which time the school has experienced a severe depression in consquence of the shortness of funds. Profs. A. L. Summer and H. C. Yawn are co principals. One year ago last September a separate school district was established at Poplarville, the county seat of the county. Bonds were issued to the amount of forty-five hundred dollars, and sold. The proceeds were applied to building and furnishing a school house. Said school is now in successful operation, having an enrollment of one hundred and seventy students, under Principal W. I. Thames and three assistants

SCHOOL DISTRICTS—Pearl-River county, situated in the yellow pine region, is sparsely settled, and in consequence the educable children in the several school districts will not average more perhaps than thirty-five, some running as low as twenty. Such schools (the smaller ones) did not secure teachers the past year.

SCHOOL HOUSES—Generally made of logs, no light, no furniture, benches without desks, and often no blackboard. There is, however, a growing disposition to improve this condition of affairs. Some are utilizing a part of the sixteenth section funds for the improvement of houses and for furnishing them.

BOOKS—None but the adopted books are in use. Some children are poorly supplied with books.

PUBLIC SENTIMENT—There is no opposition, worth speaking of, against public schools. All are depending on the public school for the education of their children, and with a six months' school as we are to have, with system on the part of patrons in sending to school—a result the board of supervisors and myself are seeking to accomplish—the advance in education will, I think, be marked very appreciably from now on.

NOTE—The board of supervisors in making the two mill levy has done much for the schools so far as the two extra months are concerned, but the State distribution is so distressingly short, cannot the legislature be induced to make a larger levy or arrange so that sparsely settled communities may get a larger distribution?

PIKE.

JOHN S. LAMKIN, SUPERINTENDENT.

SCHOOL FUND—Under the preceding revenue system first-class teachars—some fifteen or twenty in number—were paid $55 salaries, whereas, under the present system the very highest salary for the same class of teachers is $40, and this to but four or five—the ordinary salary to a first grade being $35.

The State distribution is inadequate to maintain the public schools for a longer period than four months, and then at rates proportionate to the above. The salaries are unsatisfactory to the teachers, and on account of the meagerness of the same I find it impossible to inspire teachers with any considerable amount of enthusiasm in their profession. It is driving the male teachers out of the profession and leaving a wide field for the females, who in the main seem to be not so acceptable to patrons as male teachers. This manifest want has depleted the number of schools for the winter term. The State distribution is smaller than the school fund heretofore, and the number of children and teachers greater. Expenses are much enhanced, and while teachers' salaries are two low for the achievement of best results, the superintendent's work is greatly increased and his salary reduced almost below the "point of support," making of him a moral spectacle, suggestive of the philosophical puppet, shown to illustrate that principle of physics. The manner of the distribution works like a charm and is vastly superior to the former methods. It enables treasurers now to sometimes know accurately what they have received and to account for it in a like manner. The system seems to be less complicated and therefore the more easily understood.

I have canvassed, to some extent, the question of levying a county tax to extend the school term, and so far as I can learn, public opinion favors it. I have thought best to wait until the public schools are in operation so as to enlist the teachers in a thorough canvass.

PROGRESS OF TEACHERS—The experienced teachers are perceptibly improved as to their knowledge of the adopted text books, while many young teachers with push and energy corresponding with their years, and fresh from their books, are displacing the older ones and introducing newer methods. With all this, however, learning cannot compete successfully with experience—practically in the matter of school management, discipline, etc. Professional study is not altogether what it should be, although educational journals are taken, and we have a Teachers' Association that is arousing some interest among the teachers. Prof. Hardee, of "Magnolia College," is the leading spirit in this.

TEACHERS' LIBRARY—The county library is not under good headway yet. A few subscriptions and a few volumes (forty or fifty), contributed by myself, is all we have done along that line. I have bought a handsome black walnut book case of sufficient capacity to answer our purposes for a good while yet. The teachers have volunteered their services to aid in an entertainment for the benefit of the library fund. This will be given as soon as my press is a little off.

Magnolia College has a college library, which is growing, and bids fair to attain respectable proportions. Prof. Hardee is the motor, and deserves much credit for his interest in this behalf.

COUNTY INSTITUTES—About one hundred teachers in all attended the last held, which is near fifty per cent. of the entire force. The effect upon the teachers has not yet had time to develop, but the teachers speak enthusiastically of the beneficial effects on themselves. The people appreciated ours very highly.

SECONDARY EDUCATION—We have four separate school districts—too many to report on ordinary blanks. All of the white schools have commodious buildings but the McComb City school, like a swelling flood, has overflowed its holding capacity and found its delta in an adjoining building. All the schools are supplied with an educated faculty. Two of the principals receive salaries of $90 each, one receives $75 and one $50. The colored school houses are not so good, except the one in Summit, which, with a little repairs, would be very good. They are all provided with first-grade principals of large experience. The one in Summit holds a three years' license; those in McComb and Osyka hold two years each. The only colleges are Magnolia and Lea Female (private, Dr. Otken, president), Summit. Kavanaugh College, at Holmesville, has surrendered her standing as a college. Tylertown Institute and "Central High" (colored), Holmesville, are all that are run this session as high schools. All of the above have opened with full attendance and are prosperous.

SCHOOL DISTRICTS—The present law works pretty well, but there is some friction yet. An arbitrary system of districting would, in my judgment, work better, such as making the districts of uniform size, with a school house in each. The line school plan is very troublesome to teachers, and difficult for them to understand, and in some cases leaves children beyond the reach of a school. Lincoln declines to join with me in one instance, on the ground of lack of territory. Code, 3995. The school house is in Pike. I think the spirit of the law has been misinterpreted.

SCHOOL HOUSES—Generally, the white school houses are in fair condition; some very good; but little improvement going on; a few new ones built. The colored school houses, with few exceptions, are not good. The people admit a disposition to improve and equip, but do not manifest the disposition.

BOOKS—The children are fairly provided with the adopted books, with a few exceptions. Children are still found riding double on a book. This I am gradually overcoming. A few still desire to study histories written in the middle of dark ages, while others have frozen and fossilized to the blue-back spellers, from which their "daddies" drank (not deeply) of the "Pierian spring."

PUBLIC SENTIMENT—It is fast becoming reconciled to the public school system of our State. The main objection is the negro and the amount he costs the white tax payers.

PONTOTOC.

C. M. BIGHAM, SUPERINTENDENT.

SCHOOL FUND—The present system of raising funds by the State to sustain the public schools four months is decidedly more equitable and better than the old method of imposing upon counties the duty of sustaining in part the burden. Our public schools are the product of the State constitution and laws. The State whose constitution and laws require four months public schools ought, as a State, to provide the funds necessary for the accomplishment of this requirement. If it is right for a rich man to be taxed to educate the poor, it is certainly right for rich counties to be taxed to help educate children of poor counties.

Under the old revenue system, as managed by the board of supervisors and my predecessors in office, school warrants were often sold at a discount. There was also generally an annual deficit, which was often deferred several years, until it could be paid by special levy. On these special levy years, which have generally occurred every three or four years, the school tax alone was frequently six or seven mills. Under the new system every warrant has been cashed.

Our schools have been maintained four months with the State distribution, and one month longer with the Chickasaw fund. We also have some interest from money loaned in the county, with which we expect to extend the term to five and one-half months next year. This can be done at salaries ranging from $12.00 to $55.00, the average being about $25.50. Some localities are willing to increase the poll tax, but the majority do not wish to increase the tax to extend the term.

PROGRESS OF TEACHERS—There is a decided improvement in the knowledge of text books, indicated by examinations from year to year. Many also exhibit advancement in methods and school work. That our teachers are interested in professional study is clearly evident from the fact that no books of the teachers' library remain long in my office.

TEACHERS' LIBRARY—We have about thirty volumes which we hope to increase to fifty this fall. As above stated, they are always in demand.

COUNTY INSTITUTES—About eighty-five teachers attended last year; about sixty-five this year. This was about eighty-two per cent. for the two years. I think the effect of the institutes has been the increase of professional knowledge and the inspiration of ambition to do better work.

SECONDARY EDUCATION—One separate district and seven colleges and high schools, with from seven to ten months. These are all excellent schools. In them about one fifth of the children of Pontotoc county get the benefit of superior training.

SCHOOL DISTRICTS—I think the school district law a good one, but the limitation of the number of the schools to one-tenth the number of square miles in the county has debarred this county from one school and three line schools, which are necessary in the county.

SCHOOL HOUSES—We have some good houses and some very poor ones. Every year our people build one or two good houses.

BOOKS—Most of the white children are well provided with the adopted books. Many of the colored children are poorly supplied with books.

PUBLIC SENTIMENT—I think the sentiment of the people toward the public schools is more favorable at present than it has been heretofore.

PRENTISS.

E. T. TYRA, SUPERINTENDENT.

SCHOOL FUND—There is no material change in school fund under new system. I find the State distribution adequate to maintain the schools four months at an average salary of $25.75 per month. A majority of the tax payers are in favor of a county tax to extend the term, as was shown by petitions circulated this past summer.

PROGRESS OF TEACHERS—During the past two years our teachers, I am proud to say, have given much closer study to text books than formerly, familiarizing themselves with not only the main points therein, but going into critical analysis of details, thus making themselves masters of the subjects taught in the public schools. It gives me pleasure to state that as regards conduct and management of schools, there is marked improvement over that of past years. The teachers of Prentiss county are more earnestly engaged in real thoughtful work, and in the study of management, than has ever before been the case in the county. More interest is taken. The old routine work in the same monotonous line has given place to skill and activity, made to conform to the circumstances in each particular instance; independent thought and efforts are turned in many directions to secure the best results. In professional study much good work is going on; partly because our examinations are growing more extensive in outline, calling for greater exertions along educational lines, and partly because pride is taken in becoming thorough scholars.

TEACHERS' LIBRARY—Our library for teachers is small but well selected, and used constantly in preparing for better work.

COUNTY INSTITUTES—Institute for white teachers met at court house August 21, 1893, and continued five days. The work consisted mainly of lectures by conductor. The interest manifested and the number in attendance were never before equalled in Prentiss county. The Institute has had the happy effect of arousing the whole corps of teachers, which in turn has had good effect on the entire population of the county.

SECONDARY EDUCATION—Although a great step is being taken in the cause of the higher education, we have, as yet, only one separate school district. The Booneville High School was recently put into a separate school district, and under the able supervision of Prof. C. R. Lacy and Prof. S. P. Walker, was graded. Good results are already seen.

Other high schools are. Baldwyn, partly located in Lee county, taught by Prof. Lambert; Marietta, taught by Prof. J. R. Countiss, and Geeville, taught by Prof. A. N. Clayton. All the above schools are making rapid progress in education.

SCHOOL DISTRICTS—With the enactment of the present law, quite a number of people objected to the operation, each man wishing to secure a school house very convenient for himself. But the law is now working fairly well, and endorsed by those who really feel an interest in schools.

SCHOOL HOUSES—The condition of our school houses is good, with a few exceptions in the remoter parts of the county. Some of them are very comfortable, provided with good seats and heating apparatus. Those not in fair condition are kept up chiefly by a floating population, who never manifest such interest in educational improvements as those who are permanently domiciled. The building at Booneville is a two-story, $8000.00 brick structure, well provided with desks, heating apparatus and blackboards; also a well selected library of about 400 volumes.

BOOKS—In most cases the children are well supplied with the adopted books.

PUBLIC SENTIMENT—Is strongly in favor of public schools; no objections worth considering urged.

QUITMAN.

T. J. WILLIAMS, SUPERINTENDENT.

The school fund of this county is twenty-five per cent less under the present law than it was under the old law, and is inadequate to maintain the schools four months each year with fair salaries to teachers. Should schools be taught four months in each district, the salaries would not average more than $20 per month under ordinary circumstances. The people of this county would not be opposed to a county school tax, but the financial condition of the county is now such that it was thought inexpedient to do so this year. The schools were formerly taught by non-residents, under licenses issued in other counties, most of whom taught for "revenue only," and in most cases the results have not been encouraging. However, the new law, as to teachers' licenses, is changing this defect, and all think time, under the new law, will remedy this evil if the local examiners will do their duty. There is no teachers' library in this county.

There was a teachers' institute held in this county the last scholastic year, for colored people only; eighty per cent of colored teachers attended and seemed benefitted by the work. Outside of the teachers there was very little interest taken in the exercises. There are no separate school districts, colleges or high schools in this county. The present school law seems to work well. I do not call to mind any changes that would improve it.

The school houses are very inferior and there appears to be very little disposition to improve them. Most of the schools are taught in private vacant houses and churches that are not the most commodious or comfortable. Public schools are looked upon and considered an established institution, so much so that their merits or demerits are not discussed. I think the great mass of people favor the public school system.

RANKIN.

E. JACK, SUPERINTENDENT.

SCHOOL FUND—It matters little where the school fund comes from, whether from state taxation, or county; provided it is furnished in an amount sufficient to afford remunerative salaries to teachers. When the law was passed, changing the revenue system from county levy to legislative appropriation, I was pleased, thinking the legislature would be more liberal than the county board of supervisors, but in this I was disappointed. The appropriation last year being fifteen per cent less than the year before. The prospect of reward is all that sweetens labor; and teachers inadequately rewarded, can not be expected to do as good work as if better paid. Rankin's share of the school fund last year did not maintain her schools. A balance of $700 from the year before was consumed. Salaries from $16 to $32 per month. The sentiment of the county is growing in favor of the school system, except with a few men who think their taxes are more than their proportion, and some that have no children to educate. A large majority are in favor of extending the term.

PROGRESS OF TEACHERS—I take pleasure in testifying to the literary qualifications of my teachers. As a rule they are well versed in the text books. I hear very little complaint of their control and management of their schools. Many of them take educational journals, and in our County

Teachers' Association show some zeal to acquire excellence in professional studies.

TEACHERS' LIBRARY—Institute fund being short, we have not started a teachers' library as yet—hope to do so this year.

COUNTY INSTITUTES—The teachers were highly pleased with both institute conductors, as shown by the complimentary resolutions passed at the close of the institutes. A protracted meeting was in progress during the session of the institute, consequently very few of the citizens attended the institute.

SECONDARY EDUCATION—The Brandon Female College; Brandon public school; Steen's Creek high school; Pelahatchie high school; all run nine months and give instruction in studies outside ofthe school curriculum. They are well patronized and give entire satisfaction to their patrons.

SCHOOL DISTRICTS—The boundaries of the school districts are well defined—there are too many districts. The present law answers every purpose.

SCHOOL HOUSES—Our school houses are just such as are found in most counties in the State.

In the county we have one brick house; one well-built stone; ten or fifteen good frame school houses. The balance are not so good. There is a good deal of talk about preparing better houses.

BOOKS—The adopted books are used entirely in the county. The children are well supplied with them.

PUBLIC SENTIMENT—There is a growing sentiment in favor of the present school law. The only objection I hear, comes from old bachelors, and a few that have no children to educate. Their objection is—too much taxes.

SCOTT.

O. B. TRIPLETT, SUPERINTENDENT.

SCHOOL FUND—Our school fund was larger under the old than under the new law. Schools are now maintained four months annually, but at such low salaries as tend to drive the best teachers from the field. The fund is inadequate to justify professional teachers, who depend upon teaching for a livelihood.

First grade teachers are paid from $18.00 to $45.00 per month. Second and third in same proportion.

The people favor extending the school term from four to six or eight months annually, but for the benefit the negro, who pay little or no taxes, would derive from the extension.

PROGRESS OF TEACHERS—They are making some advancement not so much as to the grade of license they have held as to a more thorough knowledge and understanding ot their text-books.

In the beginning of my administration they were made to know that each one must, in the examination, stand upon his or her own merits. By adhering to this idea and the rules and regulations governing examinations, I have in a large measure eliminated fraud from the examination.

A great many became very much offended at me, but soon found that it went for naught and are now generally friendly toward me. After holding one examination with from two to seven at one desk, I saw the utter impossibility of holding the examination strictly according to law.

The object sought then was to supply each applicant with a desk, rather than reject papers on account of fraud in the examination. After making clear the necessity for a supply of desks to the board of supervisors, they authorized me to have them made, and I am persuaded that the desks are serving a double purpose, for when an applicant merits a license, it is a test of his or her proficiency, and not of that of some one else; and moreover, it causes those who can and desire to make it fairly to treat with contempt the disposition of others to cheat their way through. Again, it enables a county superintendent to pay the school fund to those who deserve it, which is decidedly more satisfactory to taxpapers.

Generally teachers are making efforts to better qualify in text books, and some are manifesting professional interest in their work.

Except those who have other interests in the county, the professional teachers are seeking localities where they are better compensated for their labor, thus leaving a large number of our schools to be taught by untrained youths, who use teaching as a means to accomplish an end.

TEACHERS' LIBRARY—Twenty-five volumes now on hand. Only a few white teachers are reading them as yet. Colored teachers are manifesting more interest in this direction than whites.

COUNTY INSTITUTES—Attendance, whites, forty; colored, twenty-two; sixty per cent. of white, and seventy-three per cent. of colored teachers. It is having a good effect upon the teachers and meets the approval of the people. Teachers should be required to attend the Institute before they begin to teach.

SECONDARY EDUCATION—We have no separate school district. Four high schools and one college. Harperville college, now under the management of Prof. F. B. Woodley, is making considerable progress and promises to be one of the best institutions of learning in East Mississippi. This school has done great good already, but the prospects and outlook for good are better now than for the past five years. In the language of Ex-Gov. Robert Lowry, in his address before the societies there last June: "It is a school of which every man and woman in Scott and adjacent counties should justly be proud." The high schools, with a single exception, change teachers almost annually, and are not doing the good expected of them, and which they can accomplish if permanently organized.

SCHOOL DISTRICTS—The nine square mile system eliminated a number of small schools, and in the course of time will eliminate more if the law for contracting is adhered to strictly. My school board are beginning to realize this fact, and in one more year, I think, the schools will be reduced in number sufficiently to enable the school fund to pay such salaries as will command competent and trained teachers.

SCHOOL HOUSES—Towns excepted, most of those in which the county has an interest are in good condition. Some of the others are in very bad condition. Almost without exception, the schools of the county are in need of from one to all of the following articles: blackboards, maps, charts, globes and desks. Many of the negro school houses are scarcely worthy of the name. Mary of the schools, for both races, are taught in the churches. The building and repairing fund is being appropriated in small sums, by the board of supervisors, to those communities in which the people are willing to do their part in the construction of a good house. From a personal agitation of tne question, I find the people in favor of improving and supplying their schoolhouses.

TEXT BOOKS—Those who attend school are generally very well supplied with books. Some are excluded because they cannot or will not supply themselves with books. Complaint is made that the books cannot be had for the money. I think if each county had a depository for books, buy them by wholesale and let them out to local dealers and the people for cash, much money could be saved to the people, and this trouble would be overcome.

PUBLIC SENTIMENT—Large taxpayers are opposed, small and non-taxpayers are in favor of public school.

SHARKEY.

J. S. JOOR, SUPERINTENDENT.

SCHOOL FUND—Under the old system of obtaining revenue the schools were maintained, on an average, six months, always leaving a nice balance to begin the next year's work. The last scholastic year, 1892–3, was run under the new system, and with a good balance from the previous year added to the amount received in the January and June distributions, 1893, the schools could only run four and one-half months, leaving a small balance the first of October to begin the new year with. The present State distribution is wholly inadequate to maintain the schools four months and pay good teachers such salaries as they should have—say an average salary of thirty-eight dollars per month.

The people of my county are anxious to have the school term extended, with revenue from either State or county. The board of supervisors, at their September meeting, knowing the feeling of the people in this matter, levied a two mill tax on all taxable property in the county, for common school purposes, to be used for the scholastic year 1893–4.

PROGRESS OF TEACHERS—Out of forty-nine teachers, twenty-four are first-grade. These are well up as to knowlege of text books, etc. All take hold with a determination, apparently, of making a success. The second and third grades are doing moderately well, studying hard, reading school journals, and trying to bring themselves up to first-class teachers.

TEACHERS' LIBRARY—Have forty-six volumes in the library, not being used much as yet, but will be this winter and next spring.

COUNTY INSTITUTES—No part of the new school law has or will stimulate and direct the teachers as much as County Institutes. The one held in this county last August, and conducted by Prof. T. C. Walton, put the teachers to studying and thinking. The very able manner in which he delivered his lectures on the different subjects, was very instructive to the teachers and gratifying to the people who came to hear him in numbers, both white and colored. This Institute was for colored teachers, twenty-seven being in attendance—seventy-eight per cent. of the colored teachers in the county.

SECONDARY EDUCATION—Having no incorporated towns in this county, we have no separate school districts.

SCHOOL DISTRICTS—That part of the school law requiring the laying off of school districts, by the school board, has had a good effect in this county, in preventing numbers of children from being crowded into very few schools. Now they are divided up and can get better attention from the teachers.

SCHOOL HOUSES—I have succeeded in having some very good school houses (for whites) built within the last year, and the old ones repaired and made comfortable.

The negro churches are used principally by the colored population as school houses. The houses do very well, but the seats are not suitable for children. But taken altogether they do very well.

BOOKS—The white children are generally provided with the adopted books, but it is very hard to get the colored patrons to provide books for their children. None are allowed to use any books other than those adopted by the text book committee.

PUBLIC SENTIMENT—The people generally are in favor of public schools, though the white people think that as the whites pay nearly all the taxes with which the schools are run, they should have a longer term than those who pay very little taxes; say allow the colored schools to run four months, and the county superintendent to run the white schools not less than four months, and as much longer as the funds in hand will permit.

SIMPSON.

T. R. GOWAN, SUPERINTENDENT.

SCHOOL FUND—Under the old system of raising revenue to carry on the public schools, there was always a deficit, and our schools often not averaging a term of more than two and one-half to three months. The boards of supervisors were absolutely unreliable for making the necessary levy to carry on the schools four months. The State distribution, under the present system, is sufficient to run four months at remunerative, not exorbitant salaries. The condition of our county indebtedness is such at this time as to preclude an extra levy for a five months term, but after next year, which will close up all outstanding school claims, the sentiment of the people will favor a five months' term. The claims alluded to were occasioned by our not getting our July distribution of 1892.

PROGRESS OF TEACHERS—The qualifications of teachers are at least forty per cent. better than they were previous to the act of 1886, introducing the present system of examinations, and, of course, their ability to instruct and to manage a school is much greater than before. The effect of the present system has been to incite professional study, and to urge teachers to make a specialty in preparing themselves to stand the examinations for the higher grades.

TEACHERS' LIBRARY—Nothing has been done in this direction, for two reasons: first, the Institute fund, previous to this year, was not sufficient, and second, the winter schools for 1892-'93 were all closed and teachers gone before the proposition was made to ask them for an individual contribution towards the library. But at the end ot the first month of the winter schools of 1893-'94 I expect to ask and urge each teacher to make a small contribution to this important work; and I have good reasons for believing that by next spring I shall be able to order a library for each race.

COUNTY INSTITUTES—Our Institutes were held last summer, beginning July 31, and continued five days each—white and colored. Professors Trawick and Tappan conducted the Institutes. The percentage of teachers attending, who were teaching in the summer schools, was about ninety—of those who had taught during the winter, only about twenty-five per cent. attendea, owing to the fact, mainly, that they were scattered off into other counties, and some attending the summer normals. It is not extravagant to say that the teachers and the people were delighted with the Institutes, and the teachers, especially, say they were well remunerated for their time devoted to the Institute work.

SECONDARY EDUCATION—There are no separate school districts in this county and no colleges. There are three or four schools which claim to be high schools, at least they have adopted the name of high school—and possibly they may be entitled to it in a limited sense. These schools seem to be progressing, and there appears to be a growing sentiment amongst the people in favor of local high schools, and in favor of high-school education. But one thing I notice, there is not a full fledged graduate at the head of any of them, and the first assistant is generally an ordinary first grade teacher, with little experienee.

SCHOOL DISTRICTS—I think the present law in reference to districting the county is about all that is necessary—but I do not think any limitation should be put upon children going out of their districts to other schools where they may get better instruction.

SCHOOL HOUSES—The school houses, with a few exceptions, are about as comfortable, and about as well equipped as could be expected in a poor country—but still there is room for improvement, and the people are becoming more earnest in endeavoring to provide good houses than heretofore.

BOOKS—The adopted books are all the books now used, but I cannot say that every pupil is well supplied; on the contrary, I am satisfied many are kept back for want of books to enable them to advance. Some parents are very dilatory about this matter, and seem to fail to realize the importance of investing money in books. In visiting the schools, I seldom fail to lecture upon this and kindred topics.

PUBLIC SENTIMENT—The sentiment of the people in this county is favorable to public schools. If there is any opposition I do not hear of it. In traveling over the country, among the schools, I have generally made it a part of my business to contrast the present system, and its advantages with no system at all—or with the old system of private schools, as they existed before the war,—only five or six in the county, remaining from three to six months during the year, and the amount of illiteracy then as compared to now, and the manner of providing a school fund for the education of the masses, and the advantages to the poorer classes, together with the present advantages of obtaining a collegiate education, at a moderate cost, etc., etc. The people have come to understand these things tolerably well, and hence all objection is banished from the minds of those who do not believe in the doctrine that "ignorance is bliss." Parents of the rising generation see that by not giving their children the advantages of a practical education they are robbing them of that which the law provides they should have, in order to become good citizens and to be able to compete with their fellows in the race of life, and thus they make them "poor indeed."

SMITH.

J. A. HUFF, SUPERINTENDENT.

SCHOOL FUND—Under the old revenue system we got about $10,000, while under the present law we get about $8000, which is not adequate to the maintenance of the schools four months under live, intelligent and competent teachers, who know what their services are worth and refuse to teach rather than stay in a profession which offers so little to the average teacher, while it demands everything—time, brain, patience and intelligence. There are a few, however, who, not being thoroughly prepared for other professions, still stick to the school room, eking out a miserable subsistence, hoping for better things.

TEACHERS' SALARIES—The salaries of teachers, averaged among all classes, grades and sizes of schools, are approximately, $22½.

TEACHERS' LIBRARY—Owing to an insufficiency of funds to buy a selection of books we have delayed ordering them until money could be obtained, which has been done by voluntary contribution of teachers. We purpose ordering at once.

There has been some doubt in my mind whether or not a library would be of much practical benefit until the pressure of these examinations be removed. The anticipations of this ordeal forces one to lay aside everything and get down to conning over rules, dates and other matter, thus filling his mind full of a conglomerated mass of stuff, and causing a new disease which might properly be called examination jim-jams.

The teacher becomes irritated first, then offended, then despondent, lastly careless and indifferent; he is bound to the logical conclusion, lost to the sense of self-respect, forgets his word of honor, and as a result, instead of his examinations being a test of merit he plunges in to beat, consequently, instead of raising the moral standard of teachers a large per cent. of them are guilty of perjury.

COUNTY INSTITUTES—About forty-five per cent. of the whole corps were in attendance on the Institute. These included all the professionals as well as the most active and progressive teachers in the county.

The effect was electric and productive of pleasing results. Not much can be said of the effect upon the people. Like all innovations among a non-progressive people but little attention was paid to it.

SECONDARY EDUCATION—We have no separate school districts and no colleges. There is one chartered high school and one unchartered, which, together with five others that offer equal advantages, are doing excellent work as preparatory schools.

SCHOOL DISTRICTS—At first the school district system under the new law appeared to be objectionable, but results have proved the contrary. The practice of malcontents and those disagreeable persons who live in every community, and live but to destroy harmony and progress by boycotting their own schools for various reasons which are no reasons at all, has been stopped.

SCHOOL HOUSES—A majority are in a good, comfortable condition, while a few of the white and all the colored schools have inferior houses, but there is a general tendency to improve them.

SCHOOL BOOKS—While the adopted books are in general use there are very few schools well supplied.

EXTENSION OF TERM—The sentiment among the better class of people is for the extension of the school term. No objections are offered except among a very few.

SUNFLOWER.

W. B. MARTIN, SUPERINTENDENT.

SCHOOL FUND — The new plan for raising revenue for school purposes is not as satisfactory to the people as the old way. We think it best that each county raise its own revenue. The State distribution is not sufficient to maintain our schools four months during the year at present salaries—$35 per month. The sentiment of the people is against any additional taxation, to be levied by the county, as taxation is already very oppressive in the Delta.

TEACHERS' QUALIFICATIONS—I find that the knowledge of the teachers concerning text books and the management of their schools is an improvement on former years.

TEACHERS' LIBRARY—Plans are about matured to purchase a library.

COUNTY INSTITUTE—About eighty-five per cent. of the teachers attended the Institute held by Prof. J. W. Fox in the summer of 1893. The effect was very beneficial to the teachers of the county, and seemed to be quite pleasing to the general public.

DISTRICTS—The law operates with satisfaction.

SECONDARY EDUCATION—No college or high school.

HOUSES—The condition of school houses in the county is not good, but there is a growing disposition on the part of the people to improve them, and a great deal has been effected in this way the present year.

BOOKS—The white children are very well provided with the adopted text books of the county. Of the colored children not more that one-fourth have the necessary books.

PUBLIC SENTIMENT toward the school system is decidedly favorable, but I am sorry to say that the people seem too well satisfied with the short four months' term.

TATE.

F. T. RAIFORD, SUPERINTENDENT.

SCHOOL FUND—The new system affords more revenue and gives better satisfaction. For the scholastic year just preceding the last under the old system the balance of fund on hand carried forward was about one-fourth of the same fund last year. State distribution is not adequate to keep the schools in operation four months. The allowance for teachers' salaries would employ very inferior teachers, which would bring about general apathy in school work. Our people generally favor the extension of the term, but the old constitutional objection to increased taxation is strong with many.

PROGRESS OF TEACHERS—It has been very marked, and along all lines of professional work. There are no applicants for second grade certificates among the white teachers, and these questions for examination are not used. Two years ago only two colored teachers of first grade had employment in the schools of the county. Now there are ten, and many others are quite ambitious to reach the top.

TEACHERS' LIBRARY—At our Institutes in August the question of the teachers uniting and establishing a library for their own use and improvement was discussed, and met with almost unanimous approval. Twenty-one dollars were subscribed by the white teachers and forty dollars by the colored teachers. Books will be purchased this fall and placed in the office of the county superintendent, and nothing will be left undone to make the library a success.

COUNTY INSTITUTES—About sixty per cent. attended. Much interest was taken from the start in the Institutes. They were largely attended, and the talks of the conductors stirred up a greater educational activity, that we know strengthened and better equipped the teachers for their work.

SECONDARY EDUCATION—We have no separate school districts. Our high schools are Blackbourn College, for girls; the Male Academy, recently enlarged, refurnished and improved, both situated in Senatobia; Coldwater Academy, Arkabutla Academy. Two new chartered schools, one each at Tyro and Thyatira, have recently been organized. They bid fair to meet with good patronage.

SCHOOL DISTRICTS—The present law I think is a sorry makeshift and a perpetual source of discontent. The county has been in a state of distraction ever since the law went into effect, empowering the school board to locate the school buildings annually. The interest of every patron is to have the school house as convenient to his own children as he can get it, and in consequence the school board at its meetings annually is besieged by hundreds of petitioners who want changes made in the location of school houses of the different districts. The local quarrels have resulted in whole communities being split up, social intercourse stopped and the moving of families to other counties. I think the present school law should be amended so as to empower the school board to fix the location of school houses permanently for a period of five or ten years. This would tend to build up the schools and put a stop to the perennial wrangling about the location. It would govern the floating population by causing it to gather round the school.

SCHOOL HOUSES have been much neglected and are badly in need of repairs. It would be well, I think, for the board of supervisors to have a specified plan for the construction of school houses—a cheap, practical model for one-story and two-story buildings, and limit donations to the repairing of these buildings. This would be an inducement to have better equipped and more durable school houses, and prevent the appropriation of the public money on worthless log structures.

BOOKS—The children are generally well provided with the adopted text books of the county.

PUBLIC SENTIMENT—Our public school system I think meets with much more favorable endorsement now than ever before. The people are awaking to the importance and necessity of putting their children in the schools, and the teachers have caught the enthusiasm, and the course is steadily advancing along all the lines.

TIPPAH.

C. M. THURMOND, SUPERINTENDENT.

SCHOOL FUND—The present system of revenue is superior to the old, because there is more certainty as to the amount received, and the superintendent has a better idea upon what to base his calculations in fixing the salaries of teachers. I maintained the school for four months with the State distribution, but the salaries were small, the average for whites being about $24, and for colored about $17. The present year they will be increased, because I now almost positively know the number of teachers and can better estimate the amount of money that will be used. The people of the county, on account of the poor crop, high taxes, etc., are opposed to an additional tax levy, though they would like to have more than five months schools.

PROGRESS OF TEACHERS—There is an upward tendency among the teachers of this county in a knowledge of the text books. This is caused by two things, an increased desire for information, brought about by an ambition to succeed and to know, and in some to get as much of the "filthy lucre" as possible, they knowing that the time has come here when to get first grade license knowledge of the text is requisite, and the action of the examiners in the first fall examinations in cutting out twenty-nine out of a possible thirty-four, has had and will have a stimulating effect. In actual conduct and management of schools the improvement is not so marked, but gradually better methods are coming in and I hope soon to see very great good coming from them. My teachers (as a whole) do not indulge in "professional study" as I would like, but by persuasion and observation I think they will soon do so.

TEACHERS' LIBRARY—Have as yet purchased none.

COUNTY INSTITUTES—Beginning the 28th of last August a County Institute was held at Ripley, under the management of E. E. Cowley and W. I. Gibson. Forty-nine teachers were enrolled and an average attendance of forty five. The interest from the beginning was good and increased till the close. Every person was highly delighted, and I know great benefit was derived from the work. I sent out circular letters to each teacher urging attendance the first day; many came in response, and a few went home, the others staying and enjoying the work. I think that the next County Institute will be attended by every teacher in the county.

SECONDARY EDUCATION—Have no separate school districts. There are two colleges in the county, Blue Mountian Female College, which is doing a grand work for the young women of this State, and Ripley M. & F. College, which is also doing fine work and educating many young men and women, preparing them for entrance into higher colleges and for future life. Chalybeate High School is in a flourishing condition and is having success.

SCHOOL DISTRICTS—The effects of the present law are happy. True there are some communities that grumble and complain, but it is very difficult to so frame a law that every one will be suited. There is not near the complaint now that there was at first. One thing ought to be remedied and that is, no one ought to be allowed to cross district lines, unless absolutely prevented by distance, impassable barriers or other unavoidable causes from attending his own school.

SCHOOL HOUSES—There is a marked improvement in the condition of these, and if the people could be made to believe and feel that the districts would not be changed they would still improve the houses. The disposition to equip is not so well defined, but one of the greatest reasons for not doing so is the uncertainty as to where the district will be next. My aim has been to first get comfortable houses and then push the equipment. I think that I am having some success in this direction.

BOOKS—The children in a large majority of cases are provided with the books adopted. Occasionally I find a teacher who has not the "backbone" to demand and require the books to be furnished, but when I have finished my visit with the "suggestions," he, as well as the children, have determined to make a united effort against the parent for the books.

PUBLIC SENTIMENT—Is healthy and favors public instruc-struction. Sometimes, however, a man rises up, who has not a school within a few hundred yards of his house, or whose children have been corrected by the teacher, or who for some so-called cause, will "orate" against the system, but usually he gets over it and admits that he has done wrong. Really, no plausible objections are urged. The fact is, the schools and everything connected with them are in better condition in this county to-day than they have ever been, and I intend to still keep them on the up grade.

TISHOMINGO.

F. T. CARMACK, SUPERINTENDENT.

SCHOOL FUND—Our new system of revenue gives us about one thousand dollars less than the old. The State distribution is not sufficient to maintain our schools four months and give reasonable salaries to teachers. We cannot hold the best teachers and maintain the schools with the State distribution. We have already lost a few of the best. The average cannot be more than twenty-five dollars. The sentiment of my county is against an increase of time, if it requires extra taxation.

The teachers have made noticeable improvement during the last few years, both as to qualification in text books and management of schools. Many were preparing themselves to follow teaching as a profession.

TEACHERS' LIBRARY—Our financial condition has been such that we have not invested in a library. We are now ready to invest about twenty-five dollars as a nucleus.

COUNTY INSTITUTES—One white Institute was held and much interest manifested. I am sure good will result from it. Two-thirds of my teachers were in attendance and this, too, when confusion of dates prevented me from giving proper notification of the Institute.

SECONDARY EDUCATION—The Iuka Normal is the only high school in the county. Its teachers scattered over the State speak for it better than I could. We have one separate school district, run in connection with Iuka Normal.

SCHOOL DISTRICTS—It is difficult to district our county under the present law. I think maybe the preseent system will work well when people have become adapted to it. There was entirely too many schools when I took charge, and hence redistricting got up much dissatisfaction.

SCHOOL HOUSES—Despite all I have been able to do or say, the coudition of the school houses, and the furniture, is execrable. I cannot arouse the people on this subject.

BOOKS—In some instances the want of books is a serious drawback, but as a rule schools are supplied with books.

UNION.

G. L. JONES, SUPERINTENDENT.

SCHOOL FUND—The State unquestionably has the best financial system it has ever had. With a specific sum to be expended yearly on the schools, and that on a cash basis to teachers, is beyond every doubt a great improvement on the old system of maintaining the schools.

The State distribution is hardly adequate to maintain the schools. Our white teachers get only about an average of thirty dollars per month, and the colored teachers an average of twenty-two dollars. If the State distribution was raised to two dollars for each educable child, I think the amount would be sufficient.

Our people would not willingly submit to more tax for extending the term. With the Chickasaw fund we manage to have a five months' term in this county.

PROGRESS OF TEACHERS—Our teachers are on the march of advance. They are not only advancing in the knowledge of text books, but in the conduct and management of schools. The school work is becoming more professional and some of our teachers are studying and striving to make it still more so.

TEACHERS' LIBRARY—The teachers' library is small, containing only ten volumes. The best teachers are making use of these works. Educational journals are being read by some of our teachers, and this will have a tendency to cause them to desire and seek for wider and broader information.

COUNTY INSTITUTES—The county Institutes were poorly attended. About twenty-five per cent. of the white teachers and eighty per cent. of the negro teachers were in attendance. Those who attended expressed themselves highly pleased, and seemed to think the new system much better than the old.

SECONDARY EDUCATION—We have had no separate school districts. There are three normal colleges and four high schools in the county. All are doing good educational work, and their prospects of increase are hopeful. These schools are furnishing a good part of the teaching body of the county.

SCHOOL DISTRICTS—The present law, allowing only one school to every ten square miles in the county, does not give satisfaction. Union county is so divided by streams that it is impossible to establish only forty schools and place them in reach of all the children in the county. I would heartily recommend a special law for Union county, allowing at least forty-five interior schools in the county. It will take at least that number to place a school in reach of all the children in the county.

SCHOOL HOUSES—Most of the houses belonging to the county are in bad condition. Those belonging to individuals are generally in good repair, and very well supplied with desks and blackboards. Some of our white schools and most of our negro schools are taught in churches. Our board of supervisors failed and refused to apply any balance of the school fund to building, repairing or furnishing school houses.

BOOKS—The adopted books are in use in all the schools. Teachers were made to understand that they were not entitled to pay, under the law, unless the adopted books were used in their teaching.

PUBLIC SENTIMENT—Our people accept the public schools as a condition that is here to stay. It is certainly the best education that can be given a people, according to the price paid. The only objection urged against the system is the too few schools established under the late law.

WARREN.

H. T. MOORE, SUPERINTENDENT.

I have nothing new to comment on except the new system of holding Institutes. We are indebted to you for sending us such intelligent and progressive conductors as Messrs. Ker and Walton. Their week's work has not only improved the teachers who attended the Institutes, but it has caused them to seek hitherto unknown fields of pedagogics. Nearly all the teachers were present and expressed their satisfaction by passing commendatory resolutions to the accomplished gentlemen, and asked that they be sent next year.

There has been no increase in the number of schools during the past term, and the thorough examination of applicants for license has greatly improved the standing of the successful ones. Licenses have been issued to thirty-two white teachers and seventy-three colored, and three whites withdrew before the close of an examination, and twenty-eight colored failed. Some applied for first-grade license that proved decidedly incompetent and scarcely able to get a second. In future I will gauge the capacity of each applicant, and not permit any one to apply for a grade that I know to be above his capacity. This striving for the highest grade and increased salary is observable in both races.

I presume that the city superintendent will report the condition of the city schools.

The patrons of the Oak Ridge (white) schools, after the close of the public school, last term employed two teachers, both holding first grades, to continue the school till the opening of the public school, and then after the closing of said school, to open again the private schools. The term, public and private, will be ten months. Such unusual enterprise and interest in the welfare of their children are worthy of the highest praise.

Our schools are deficient in proper furniture, and many of the houses are in a dilapidated condition. As you will see in my annual report, there is a balance to the credit of the school fund. I hope that the session of 1893–'94 will be of five and a half or six months.

WASHINGTON.

S. ARCHER, SUPERINTENDENT.

SCHOOL FUND—The fund apportioned to this county under the new system, exceeds that of the old by thirty-three and a third per cent, so that our term is now seven instead of five months as formerly. The salaries paid are $20 for third grade, $30 for second grade and from $40 to $55 per month for first grade. The people generally oppose any additional tax for further extension of term. At present I do not think it wise to urge it.

PROGRESS OF TEACHERS—The teachers all show an upward trend in the way of familiarity with text-books and show marked progress in their conduct of schools and in the general management of them. So far but little attention is paid to teaching as a profession, only in exceptional cases. The business is treated too generally as a stepping stone to something better. While the teacher is partly to blame for this by a failure to dignify his or her work, and thus to place it far above the subsidiary, I am constrained to lay the greater blame upon the patron who fails to give to the teacher that countenance and support and sympathy so much needed and so generally merited. Teachers and patrons are partners in interest, the capital to be developed is the child—immortal with the superscription and image divine upon him or her.

TEACHERS' LIBRARY—We have not touched the library question yet, but will during the present term of 1893–'94. I would like to say just here, that the law makes the county superintendent a magistrate, a manager of large tracts of land and scores of tenants, the counsellor of hosts of teachers and children, general accountant and book-keeper of large funds, auditor for their payment, and now dignifies him with the additional honor of librarian. But so poorly paid are the majority, whose whole time and more is demanded, that they cannot provide sufficient bread and meat to keep them in order.

COUNTY INSTITUTES—The Institute for colored teachers was held in August, Prof. Patterson leading. The interest was marked. At least fifty per cent of teachers attended.

Later, the county superintendent protracted this institute at special request of colored teachers for three weeks, with an attendance of two-thirds of the teachers.

The white teachers' Institute was held in September, Prof. Fox leading with over fifty per cent of the teachers in attendance. The popular pulse responded rather feebly, with creditable exceptions.

SECONDARY EDUCATION—We have two schools in the county upon a higher plane than common: The High School of Greenville and the Graded School at Hollondale. E. E. Bass is principal of the former, and Wm. Hannah of the latter. Both these institutions are well ordered and fill a great and growing need. They link the common school to the State universities.

SCHOOL DISTRICTS—Under the new law, very little, if any, change had to be made in these on account of the care formerly taken to provide equitably for the needs of the population in this line.

SCHOOL HOUSES—School houses, in the main, are furnished by the patrons and are of very inferior build. We have twenty-four buildings in the county that are fairly good, especially those in Greenville and Hollondale. There is very great indisposition to equip the schools because of destruction of such property and the almost impossibility to protect it. However, the supervisors on recommendation of county school board, have consented to another experiment in a small way in this direction.

BOOKS—The children are generally supplied with adopted books.

PUBLIC SENTIMENT generally, is not adverse to the system of public schools. Some few think it a fatal experiment to educate people beyond the possibility of practice, claiming that we will be troubled with a large class of educated loafers.

They point to New England as an object-lesson. Showing how her fields are neglected and her towns crowded, while the flower of her young men troop to distant parts to find employment above the grade of agriculture.

We, to say the least, owe it to our fair land and to ner rising sons and daughters, to teach them the dignity of labor and especially the essential dignity of agricultural and pastoral pursuits.

WAYNE.

WM. E. LLOYD, SUPERINTENDENT.

SCHOOL FUND—It must be conceded that the present system is somewhat defective. In effect it discriminates against counties whose educable population is small. Since the amount of the fund is the result of accident, in that it may be large or small, in proportion as the educable population fluctuates, it may, and does, bring about inequality in teachers' salaries. In large but sparsely settled counties the fund is so meagre as to afford no inducement or encouragement for competent teachers. Measured by the extent of habitable territory, or by the distance apart of geographical boundaries, Wayne is a county whose population is comparatively small—the table of whose enumerated educable children is brief. The number of schools being dependent on extent of territory rather than on total of population and the amount of the school fund being the product of educable population by a fixed sum per capita, it follows that the county to be districted, while so extensive as to require many schools, the number of educable children is too small to yield an adequate fund for their support.

Under the abrogated system in force up to last year, the public fund was sufficient to meet all demands. It was ample not only to operate the seventy-five schools of the county on a liberal scale of compensation to teachers, but after paying legitimate expenses there was generally a considerable unexpended balance to be carried forward and added to the funds of succeeding years. Salaries of teachers then ranged from $18.00 to $55.00, a month; and teachers of first grade who now get only $24.00 to $30.00 were paid as high as 50.00, and in but one case, less than $40.00 a month.

While it cannot be claimed that the schools were superior in any respect to those we have now, there is no question that the *esprit de corps* of teachers was more bouyant; individually and collectively they were less inclined to murmur. Inducements being greater, they could take hold of the work in a better mood and to look forward to the future hopefully—as men do who expect to grow richer as they become wiser. Like his brother of the medical and legal professions, the teacher of to-day—in whom is included both sexes of course—is not above pecuniary infirmities. While he is willing to spend and be spent, in the great cause of public education, he likes above all things to be well paid for doing the job.

PROGRESS OF TEACHERS—If the everlasting iteration of "sal'ry," "sal'ry," be a sign of the progress of teachers, then there can be no doubt that our teachers have made progress. The unanimity with which they all, both white and colored, tackle that phase of the educational problem is at least impressive. Nevertheless, and be it said to their credit, whether the "sal'ry" be much or little, they go forward in the line of duty unfaltering, and strive with as much zeal on a $30 stipend as formerly, when the month's pay was $45. Notwithstanding the complaint about low salaries and the oft repeated threats to quit the profession, they continue to apply themselves to study. That they do apply themselves, and have made steady progress in the text books, is evidenced in a variety of ways, both in the school room and examination hall. Their manner of arranging and handling classes, the promptness with which they answer questions or correct mistakes in the school room. In examinations, especially by the general improvement in style of their papers, fullness, conciseness and originality of answers, as shown by MSS., all taken together, prove that teachers are constantly advancing and attaining greater proficiency in text books.

Inasmuch as they are known to give more or less of their time to the examination and study of school books, it is to be presumed that teachers would be desirous to extend their studies in the direction of professional investigation, and that they would be ready and eager to take up subjects like psychology and pedagogy. That most, if not quite all, would gladly avail themselves of the opportunity for a wider course of professional study, there is no doubt.

A LIBRARY containing works which treat the various subjects of interest to teachers, would be a fortunate thing for all concerned. But, as a rule, our teachers do not read even the school journals. Only one or two of the whites, and fewer than half a dozen colored teachers, are subscribers to educational papers. Though urged repeatedly, they seem unwilling to begin, and have so far framed ready excuses for declining to have their names among the subscribers to any of the excellent weeklies to which they have been referred. A teachers' library is the great desideratum. Steps necessary to form a beginning for so important an acquisition would have been taken last fall, but for the fact that no suitable place as a repository for preservation of the books could be had. But since the county has now provided a commodious office in the new court house for the use of the superintendent of education, there is no longer reason for procrastination. Teachers will be asked for contributions, the general public will be solicited for donations, and such other action shall be taken as will assure the teachers of Wayne the nucleus at least of a good professional library, to be kept in the office of the superintendent of education. When provided, this library will prove a worthy coadjutor, if not a most useful and reliable auxiliary, of the county

Institute, itself an effective remedy against pedagogic driftwood, as well as a powerful force for arousing, stimulating and modernizing teachers and people.

INSTITUTES—For our next summer Institute I predict better things than have been accomplished by either of its predecessors. Though fairly well attended, our Institute which closed its session the last of August was handicapped by unforeseen difficulties. Among other things, a large protracted meeting was in progress within sight of the Institute, and, as the people could not attend both places at the same time, the majority took choice of the church, which rather checked the enthusiasm of our people. Much of the evenings' (nights') exercises had to be omitted in consequence of simultaneous services at the Institute and church. There were twenty-three white and seven colored teachers in regular attendance during the two Institutes, all of whom expressed strong faith in the Institute as an agency for rounding out the vocation of teaching into a great moral and intellectual force. By which they meant that, being responsible for the right training of other human beings, they ought themselves to be well trained, and that in order to be equal to the task which they have set themselves to do they need to be well taught—(1) how to correct their own deficiencies, (2) how to remedy errors in school management; (3) how to attain the qualifications essential to him who aspires to be a broad-minded, successful school teacher. The Institute being designed for teaching the teacher, there should the teacher go, if not to seek for Gamaliel, to seek, at all events, for truth. So the teachers of Wayne love the Institute, and it is here and there only that fossils are found—fellows who withdraw under their well seasoned shells to sqeak, "Humbuggery." The progressive people, here as elsewhere, are for the Institute.

SECONDARY EDUCATION—Having neither colleges nor separate districts, I invite attention, first, to the Waynesboro Collegiate Institute, and next, to the Eucutta High School, both excellent schools of their grade, and both doing first-rate work for the educational well being of their own and adjoining counties. In the Waynesboro Collegiate Institute the number of matriculates last year was about 230. This school has just begun the third term, with indications of a more prosperous year, even, than last.

Eucutta High School is situated in the northwestern portion of the county, about eight miles from Shubuta and sixteen from Waynesboro. This school, which numbered about sixty pupils last term, has sent ont, first and last, many young teachers to take up the good work in the public schools of the county.

In Wayne there are seventy-two regularly districted schools; in addition to which, there are five line schools, giving a total of seventy-seven public schools, accessible to over 4200 educable children. In laying off and describing boundaries of school districts the board brought to the task great care. The result is, general, or so far as known, perfect satisfaction among all patrons, who are pleased with the plan of having a school for the families of every neighborhood, and restricting each family to its own school. This tends to foster a spirit of pride and emulation among patrons for their own school. A healthy rivalry springs up between patrons of adjoining districts which at once creates an interest in the breast of every man in the district for his own school as against those across the line. A public sentiment is aroused, and the most improvident fellow in the district naturally "shucks himself" and pulls for his own school. The district plan is a success. Patrons are well pleased with it, and I have yet to hear a solitary voice raised in opposition to it.

SCHOOL HOUSES—The greater number are comparatively new, built of sawed lumber and framed. With but few exceptions, they are badly constructed, unsightly in design, and uncomfortable in arrangement; inadequately furnished, as regards seats, desks, etc.; conveniences limited. Receptacles for books, slates and paper are rarely provided. Patrons have been made to understand that, hereafter, no public money will be allowed for houses that are not constructed after a model, supplied or approved, by the county superintendent.

BOOKS—Pupils are generally well supplied with the adopted books and the spirit of opposition, at first so pronounced among patrons in consequence of the enforcement of the law in relation to uniformity of text books, has subsided, the bad feeling has gradually died away, and the bellicose patron, like the teacher, now sees and appreciates the utility of the system. The adoption committee, in my opinion, erred in some of its selections—notably in U. S. History, the readers and minor word-books and primers.

PUBLIC SENTIMENT—As just stated, the unreasonable opposition to uniformity of books, like that so outspoken at one time against the public school system, has in both instances passed entirely away, happily, to give place to a broader sentiment of appreciation as well as of approval. It is a rare thing, indeed, to find a man who is opposed to public education. True, we often meet those who denounce the public school system of our own State, but in most every such case it transpires that it is those who know the least about it, or who, having cloudy reputations, are not permitted to teach; or treacherous memories dare not risk an honest examination. Well informed people, who have taken the least pains to investigate, speak in high terms of Mississippi's public school system. A slight change here and there would benefit some counties, but might have a contrary effect on others.

People are fast becoming familiar with the system, and as they get to be more and more intimate with it, and come to have a more accurate knowledge of its principles and workings, they become more impressed as to its utility, scope and mission. Thus far educated, they can begin to understand somewhat as to difficulties to be surmounted—prejudices to be met. Distorted notions of 1886 required time to crease the wrinkles. Time flew by and they were gone. Taking a glance backward over its brief history in Wayne; contrasting present proportions with its somewhat attenuated outlines in 1886, and we see what? Measured by the perspective of those six years, quite a transformation. We realize that there has been a great change for the better. Silently, but none the less steadily, the change came. Starting then, 1886, with twelve little half-pay, half-public schools, we have jumped up in six years to eighty full-fledged, regular-as the-day-is-long public schools, whose patrons look forward with as much certainty to their opening in term time as do patrons of the oldest graded city school in the State. Schools in Wayne for 4200 children; eighty schools, and thus a school within the reach of every five year old child in the county. What kind of public sentiment would it be that could refrain from tipping its hat to a record like that? We've got a little patriotism down this way. We love our State, are proud of her institutions, and challenge any of the forty-four States with as limited resources to show a better public school system. To sum up: According to the assessor's enumeration, there are 3881 educable children in the county. Enumeration by teachers for the present year makes the number over 4200. Based on the above enumeration, the school fund for 1892-3 was $6985. Under the supplanted system, it was $9000. For the year just ended there were seventy-two schools against seventy-seven to be taught in 1893-4.

Under a plea of excessive taxation, the board of supervisors refused, emphatically, to order a special levy for extending the public school term beyond the constitutional period of four months.

Including the two fall, and one intermediate spring, examinations there have been examined 110 applicants for license to teach. License granted 67, five being renewals under the five years' provision.

There have been held for both races two County Institutes, in all four, of five days' session each, at a total cost of $139. The Institutes have been moderately well attended. They have given good satisfaction and teachers are enthused.

We have no library yet, but hope to have one soon.

Three new school houses have been built this year. Of balances of teachers' fund, $151, that is $75 last and $76 this year, have been transferred to the building fund, and appropriated by the board of supervisors to the different beats for building and repairing school houses.

It is a mischievous law which sanctions the diversion of any part of the school fund to building purposes. The legislature should amend the law so as to restrict the surplus to the purchase of comfortable seats and desks. Even then leave it to the discretion of the county superintendents to say whether it shall be retained and carried forward to the fund of the succeeding year. In no case should the board of supervisors have authority to designate *which* school shall have it. The board should make the appropriation according to the advice of the county superintendent.

The efficiency of a county superintendent depends on two things. Competency granted, he should be allowed pecuniary independence. No other State or county officer is legally subject to the indignities possible in the case of this officer. According to the discretion or caprice of supervisors, he may be put on half rations, next to nothing in the way of salary and fined *ad libitum* in season and out.

The superintendent ought to be paid enough to enable him to support himself and the horse he is obliged to keep decently. It requires $65.00 a year to feed his horse. To feed and clothe himself respectably—not genteely—will take $350.00. In Wayne the superintendent must devote his entire time to the duties of his office or the public service will suffer. There is absolutely no time to earn a dollar at anything else. So the salary, in counties of the grade of Wayne, ought to be $480.00 a year, payable monthly, and fixed by legislative enactment.

WILKINSON.

JAMES M. FLY, SUPERINTENDENT.

SCHOOL FUND—In regard to the present system of revenue, can only say that I believe it will meet the demands of our schools so as to allow them a session of four months annually at an average salary of about $30.00. Our people are anxious to have the school term lengthened to eight months, and with proper effort, no doubt, would consent to be taxed for this purpose. There is, however, quite a restive spirit at having more than half of our school fund paid to the negro teachers. The whites could easily maintain their public schools ten months, if allowed to use their portion of the tax for that purpose.

PROGRESS OF TEACHERS—During the years 1892-'93 the white teachers of this county have evidently applied themselves to the study of the text-books, as their examinations show. We have now at work no third grade teachers, and our second grades are growing fewer each term. Some of them are taking papers and magazines especially fitted to arouse the powers of a teacher. During the past year there has been marked improvement in the discipline maintained throughout the county. This, I think, is the result of having better qualified teachers, as parents yield more readily to the direction of one who is not ignorant.

TEACHERS' LIBRARY—We have as yet no library. As soon as practicable we hope to secure a full list of standard works on teaching.

COUNTY INSTITUTES—We had one week in August devoted to Institute work. I regret to say that not more than twenty per cent. of the white teachers attended the Institutes, and very few of our citizens came out, even on the night of the spelling bee. The interest awakened, however, will no doubt bring out a larger number of our teachers next summer.

SECONDARY EDUCATION—We have in Woodville an excellent college for girls and young ladies. Under the intelligent control of a board of trustees, this college is doing an invaluable work in behalf of christian education. A school for boys and young men, also situated in Woodville, running four months as public school and five months private, is working a radical change in our future voters.

SCHOOL HOUSES—Very few of our districts have comfortable buildings. Most of them are private property or churches.

During the past year we have expended a few hundred dollars on school houses belonging to the county.

Our school furniture is indeed very poor and we can secure only the cheapest kind at present.

BOOKS—The white children are well supplied with the text books in use in our schools. In many places we have trouble with the negroes on account of their poverty.

PUBLIC SENTIMENT—I am glad to state that our people are now strong advocates of public schools, and under the new order of things are ready to assist in their advancement. The main objection brought against the system is the brevity of the term.

It is true that ignorance of the operations of the school law in some instances causes friction that brings about dissension and causes unjust censure to be cast upon the public school system.

We are now supplied generally with home teachers who are striving to excel.

WINSTON.

L. H. HOPKINS, SUPERINTENDENT.

SCHOOL FUND—Under the old law our school fund was about $6000 while under the new it is $8800. The State distribution is sufficient to maintain the schools four months annually at an average salary of $25 per month.

Our people are divided on the subject of a county tax to extend the school term. The more intelligent classes are greatly in favor of it, and I feel certain that we will have the tax next year.

PROGRESS OF TEACHERS—Teachers are making rapid progress in more thoroughly mastering their text books. A great improvement has taken place in the management of schools, and teachers are taking greater interest in posting themselves on methods.

TEACHERS' LIBRARY—We have no library as yet, but our teachers have agreed to contribute fifty cents of their first month's wages to the purchasing of a library. So we will not be much longer without it.

COUNTY INSTITUTES—There were seventy-five teachers who attended the Institute this summer, forty-three whites and thirty-two colored, about seventy-five per cent. of the teachers of the county. The Institutes have wrought a wonderful change upon the teachers; they seem to have a greater appreciation of their work, and are taking hold of it with renewed energy.

SECONDARY EDUCATION—We have two high schools in our county. The attendance of each is from 200 to 300, both in good condition, and doing great good for our county.

SCHOOL DISTRICTS—We have our county districted as the law requires, but owing to the numerous streams and obstructions it is impossible to confine children to some of their districts without a great disadvantage.

SCHOOL HOUSES—The greater part of the school houses of Winston county are very comfortable. The people show a disposition to have good school houses for their children.

BOOKS—The children are very well provided with the adopted books, and I think by another year we will have them splendidly supplied.

PUBLIC SENTIMENT—The sentiment toward public schools is stronger than ever before; but little objection ever raised, and they can never give reasons of any sense or satisfaction for their objections.

YALOBUSHA.

W. T. WYNN, SUPERINTENDENT.

SCHOOL FUND—The fund, as now raised by the State, does not give us as much revenue by $3,000 as the old system, but is preferable to it because it becomes now a state affair instead of county. It is sufficient to maintain the schools four months by reducing the salaries of teachers to the minimum price. The sentiment of our people is quite favorable to an extended term. There is no objection to it except the negroes.

PROGRESS OF TEACHERS—The qualifications of teachers have been greatly increased as to the knowledge of text books and in the actual conduct and management of schools and in professional study and knowledge of teaching.

TEACHERS' LIBRARY—We have as yet no teachers' library, but the teachers have subscribed liberally, which is to be collected out of their first month's salary; the negroes subscribing much more liberally than the whites.

COUNTY INSTITUTES—The number of teachers attending was fifty, about one-half of the whole corps. The effect upon teachers and people was admirable and wonderful, the teachers were enthused and entered into the discussions with vim, and claimed to have been much benefitted. The people were favorably impressed and thought great good would result. Many more of my teachers would have attended the Institute, but had just returned from the Institute at Oxford.

SECONDARY EDUCATION—We have two separate school districts in this county, Coffeeville and Water Valley. In each they have large and flourishing schools. We have eight high schools in the county, besides Water Valley and Coffeeville; their condition and progress are good and their work is entirely favorable.

SCHOOL DISTRICTS—Dividing the schools into districts is favorable to the school: teachers can work with more system than they could when lines were undefined. Trustees and patrons are very much pleased.

SCHOOL HOUSES—The condition of the school houses owned by the county is good, and about one-half are tolerably well furnished; the high schools are very well equipped; the other half churches, and a few are miserable excuses for school houses. The disposition of the people is to equip and improve them as far as they are able.

BOOKS—The books adopted by the county are used almost exclusively in every school house in the county. There are some few whites and some negroes who fail to supply their children with books upon the plea of poverty.

PUBLIC SENTIMENT—The feeling is largely in favor of the public school system. The greatest objection urged to it is the education of the negro. I frequently talk with intelligent people who are much opposed to the system of public education on that ground and that alone.

YAZOO.

W. R. McCUTCHEN, SUPERINTENDENT.

SCHOOL FUND—Taking 1891-'92, the last year under the old constitution and laws, and contrasting its receipts with the receipts of 1892-3, the first year under the new constitution and laws, we find that the county receipts have been increased $2727.00 by the new system, while the receipts of Yazoo City have been decreased $2467.00.

PROGRESS OF TEACHERS—Doubtless the teachers of this county have made greater progress in text-book knowledge in the last year than they made in any previous two years; while in the management of schools they generally show the same degree of improvement, and manifest a disposition to strive for a higher plane of excellence; and in professional study generally, very little progress is being made as yet, but, no doubt, the Institute and the teachers' library will stimulate and encourage the teachers to make greater and more rapid strides in this direction than ever before.

TEACHERS' LIBRARY—Sixty volumes. Forty volumes more will be ordered between this date and the middle of November. The supply is not equal to the demand, but I hope to be able to meet the emergency at an early day, perhaps before the close of the incoming term.

COUNTY INSTITUTES—In 1891-'92 eight Institutes, four for each race, were held in the county under the old system. They were almost absolute failures—not more than fifteen or twenty per cent of the teachers attending, and these came only to escape the penalty. To those who did not attend the fund of reasonable (?) excuses was positively inexhaustible—sickness, bad weather, too great distance, lack of conveyance, etc., etc.

In August, 1892, two Institutes, one for each race, of five days each, and the same in August, 1893, were held in this county. Ninety-three teachers, or sixty per cent. of the whole number employed for that year, attended the first, and ninety-five, or fifty-four per cent., attended the second. The number of teachers employed in 1891-'92 was 157, and in 1892-'93, 175.

The present system of Institutes, in connection with the teachers' library, is an inestimable blessing to the teacher who desires to rise higher in the knowledge and work of his profession. The lack of the means to supply themselves with the necessary books and instruction upon the subject of teaching, has heretofore been an almost insurmountable barrier to many teachers. Food and raiment had to be provided out of meagre salaries, often to the forced neglect of intellectual and professional improvement.

The people, I regret to say, do not take that interest in the Institutes that they should. This apathy I cannot account for, except on the ground that the Institutes are devoid of that much relished popular pabulum, "claptrap."

SECONDARY EDUCATION—Yazoo City is the only separate district in this county. It includes two public schools, one for each race, and four private schools, with twenty-one teachers and 425 pupils enrolled.

The public schools of this districts are graded and under the supervision of a superintendent and the instruction of a corps of efficient teachers. These schools are exercising a wholesome influence upon the entire county and doing effective work in advancing the cause of education within the limits of thedistrict. The term is nine months annually.

There are nine high schools maintained from seven to nine months annually.

These schools, owing to too much "rotation"—changing teachers almost annually—are not entirely filling the measure of reasonable expectation. They are, however, rising in the scale of efficiency and casting off the tattered rags of fogyism and putting on the robe of the "new education."

SCHOOL DISTRICTS—In this county, prior to 1892–93, there were sixty-six white schools and ninety-three colored, total 159, not districted, and in 1892–93 sixty white schools and eighty-one colored, total 141, districted to the best possible advantage.

The districting of the schools at first met with, and is still meeting with, some individual and local opposition. But the better thinking people, as a whole, see and recognize the necessity for it, and the county school board, by firm and judicious action in the premises, successfully obviated almost all friction that might have resulted from a change so radical in its effects.

SCHOOL HOUSES—Outside of Yazoo City there are seventy-nine school houses belonging to the county and fifty-nine to individuals and communities. The condition of the school houses has been greatly improved in the last three years, the people generally contributing liberally to supplement the county appropriations for that purpose. But truth compels me to say that the improvements in this direction have fallen far short of my hopes and expectations. Much of the appropriations have been wasted, to say the least of it. In some neighborhoods considerable interest is being taken in the subject of equipping the schools, and consequently several schools are partially (none entirely) supplied with the necessary outfit. This interest, I am glad to say, is gradually spreading over the county, increasing in rapidity and strength as it goes.

BOOKS—The white children are generally well supplied with the adopted books, an evidence that the people are satisfied with the operation of the law and the action of the text book committee. The colored people, however, are, or seem to be, very indifferent and dilatory in providing their children with the books, assigning as the reason, financial inability. As a stimulus to the parents, I have instructed the teachers, upon taking charge of the schools, to ascertain immediately the books needed by each and every child, and give each a list of the books he needs to carry to his father or guardian, with the request that the books be supplied at an early day, and if the request is not complied with within ten days, to refuse to receive the children into the schools until compliance is effected.

PUBLIC SENTIMENT—No doubt public sentiment, considered from a practical standpoint, is sound and healthy regarding the public schools, and no serious objections are being urged. All see and realize that they are an absolute and indispensable necessity. True, the more ignorant few are sometimes heard to speak against them, but their objections are so frivolous, ridiculous and unreasonable that they are not worth a moment's serious attention.

MARION.

R. E. SILVERSTEIN, SUPERINTENDENT.

SCHOOL FUND—Marion county is one of those counties that sustained great loss by the new State distribution which impoverished the school fund and increased the county fund. Under the old revenue system Marion county would receive for the year 1893-4 $10,106.71, but under the present system she receives $7325.31, which discloses a loss of $2781.40. Our school fund is not sufficient to maintain the schools in our county four months annually and pay our teachers attractive salaries. The average salary for 1893-4 will be $24.00 per month, which is grossly insufficient to invite eligible teachers to our county.

Among the people of this county the partition line of an additional tax to extend the schools from four to eight months is not distinctly marked, but if it were tested, I am inclined to think the antis would prevail. Had the county not been hampered for the past few years by building court houses, jails, and holding special terms of court, the three mill levy might have prevailed. I think we will get the additional levy next year.

PROGRESS OF TEACHERS—As to a knowledge of text books, they are constantly advancing. There are now very few second grades among our white corps. Those holding second grade licenses are beginners. Our teachers are rapidly gaining knowledge in the control and management of schools. The majority have a program of daily exercise, very good order in the school room and have elevated the standard of morals to some extent among their pupils. The female teachers are to be commended on this score, and I am fully convinced that the country schools are much more prosperous when conducted by ladies than otherwise.

It is of a late date that the teachers of this county have taken any perceptible interest in professional study. In March, 1892, there was organized in Columbia High School by Prof. W. W. Rivers, the principal, a teachers' class, and since that time several teachers are subscribers to some school journal, the effects of which are manifest.

TEACHERS' LIBRARY—I sorely regret the delay, but we have just ordered our library, which contains twenty volumes. We have a small subscription to be paid out of the first month's salary of all the teachers who attended the Institute. This will not be paid until next summer.

COUNTY INSTITUTES—Since my induction into office in April, 1893, we have held but one Institute for the white race and none for the colored race, as the county does not contain the prescribed number of school districts to entitle the latter race to an Institute.

The one referred to was held in last August and was largely and beneficially attended by all the teachers in the county, who returned to their homes and schools laden with a treasure of useful knowledge. About ninety-eight per cent. of the teachers in the county then teaching, and about eighty-five per cent. of those not teaching, were present. The Institute was largely attended by the citizens, who were accessible and not obstructed by business entanglements. I am satisfied it was effective as an educational factor and contributed much to the educational interest in our county.

SECONDARY EDUCATION—We have no separate school districts, no colleges and but three high schools, of which there is but one that is entitled to any note. It has been in successful operation since 1879 and has been the means of effecting great good in this and adjoining counties. Additional to the above schools there are several others which are operated six or eight months during the year.

SCHOOL DISTRICTS—There is a part of this county in which the present law locating the school houses does not work harmoniously. That part of the county is thinly populated and is constantly being settled by people who do not seem to have a clear conception of right and wrong. It often happens that the school board is obliged to remodel the school districts in such places annually.

SCHOOL HOUSES—At present there are very few real unsightly houses in this county and I am of the opinion that the old pioneer log school house will soon be relegated to the past forever. The uncomfortable log houses are now being supplanted by lumber houses ranging in value from $100 to $800. The chief objection being that they are poorly equipped.

BOOKS—I hear little or no complaint urged against the book adoption. All the old books are out the county and the children, with rare exceptions, are very well supplied with the adopted books.

PUBLIC SENTIMENT—Our people are loath to accept the benefits that might accrue from the public school system by slight exertion on their part in preparing for the opening of each school. The educational prosperity of the children seems to awaken such a dormant interest in the parents that they are barely conscious of the beginning and ending of the school. No material objections are urged against the school system of this county. The general complaint is that the children make very little progress during the school terms, which, no doubt, is largely due to the failure to attend school regularly. So it happens that in many cases the children are the victims of their parents' gross negligence in not sending and stimulating their children to attend the school with some system.

COUNTY INSTITUTES--1892.

ADAMS—J. W. HENDERSON, SUPERINTENDENT.

Our Institutes, white and colored, under the management of G. W, Turner and W. H. Ker respectively, closed yesterday, and I am fully assured by report, observation and experience that the session has been pleasant and profitable to all parties concerned.

Turner reports as follows:

The Institute for white teachers conducted by me at Natchez from 12th to 16th inclusive, was well attended and the greatest interest manifested by the teachers in all the subjects discussed. The outline of State Superintendent was followed closely. Several important papers were read by the teachers which gave additional zest to the work.

Never have I seen better attention given or more punctual attendance. Many additional incidents were obtained in regard to the history of Mississippi among the citizens of Natchez.

Mr. Ker reports:

There were sixty-four colored teachers in attendance, besides others who were interested visitors. I made the Institute an object lesson to teach the advantage of promptness and system on the part of teachers and pupils, and the teachers were, as a rule, prompt and regular in attending. They evinced great interest in the exercises, and some of them entered with spirit and skill into the discussions of the different topics.

I would say that the character and spirit of the Institute was excellent, and I trust that when you visit your schools you will see evidences of the benefit your teachers have derived from the instruction I have done my best to give them.

I consider the program, outlined by Mr. Preston, admirably adapted to awaken a living interest in teachers concerning progressive and practical methods of teaching, and to lift them out of the old ruts and grooves in which so many of them have been moving, The program contains subject matter enough for twice the time that is allotted to the consideration of it, and would amply repay one for a careful study of the thoughts suggested.

ALCORN— J. R. Reynolds, Superintendent.

Report of Institute Conductor, J. G. Wooten:

I began the colored Institute August 8th, 1892, and continued five days. All the teachers in the county but one, I learn, were in attendance. The program is not as well suited to the negro teachers as might be. All teachers were very attentive and with a very few exceptions always on time.

Alcorn has a class of colored teachers that is above the average.

The Institute for white teachers began August 15th, and continued five days. There was quite an interest exhibited by the teachers in attendance. I registered thirty-four teachers during the Institute. The program suits very well the wants of white teachers—almost as well as could be done to suit all classes. I think the weekly Institute is a success and will grow in favor.

AMITE—G. A. McGehee, Superintendent.

Our conductors were O. S. Johnston and R. S. Campbell, and the Institute cost $88. At the white Institute there were fifty teachers enrolled, all of whom held licenses to teach except three. Some of Amite county's best teachers could not come, as they were teaching, and their patrons were unwilling for them to close for the week.

At the colored Institute thirty-two were enrolled, all licensed except one.

As to the practical results of these Institutes, I think that they will do much to arouse a spirit of research, which I have long felt the need of among teachers. Their knowledge will be broadened and a fraternal feeling is engendered that I am sure will redound in good to the children.

A teachers' association was formed and committees appointed to draft constitution and by-laws.

ATTALA—T. J. FOWLER, SUPERINTENDENT.

The Institute remained in session for five days. There were in attendance sixty-two teachers, a great majority of whom seemed to be fully alive to the work.

The program sent out by the State board of education was followed, and every subject therein named received such attention as the time would admit of. T. U. Sisson was conductor.

CARROLL—B. F. WILEY, SUPERINTENDENT.

Our Institute for colored began Monday, August 29, and continued five days. There were thirty-three in attendance. There was considerable interest manifested on their part. I had a three days' Institute held for them under the old law. Capt. T. J. Booth was the manager of the first, and Prof. R. B. Smith, of the second.

The Institutes for whites began September 5, and continued five days, Prof. R. B. Smith, manager. There were forty-three in attendance. There were only a very few who had ever attended an Institute before. Notwitstanding the timidity of many teachers, we had a successful meeting. Prof. Smith understood his work and did it well. I am fully persuaded that there will be more and better work done than there has been. Our expenses were fifty dollars.

CHOCTAW—V. J. BELL, SUPERINTENDENT.

After circulating the programs and insisting that the teachers attend, I had the conductor, Prof. W. H. Smith, to convene the Institute Monday, August 22, and continue during the week. The Institute cost $50.25. I think the Institute a grand success in every respect, except in attendance. Only about one-third of the white teachers attended. Those who attended were enthusiastic in praise of the Institute. Other points are found in conductor's report below:

"We think the program, in most particulars, to be adequately adapted to the educational wants of the State. It touches on the points of vital importance to every teacher. I find, too, that a great number of our teachers need exercise on the points touched by the program. We think that this feature of Institute work will fill a long felt want among the teachers. They are together long enough to understand each other better and gather something of the spirit of education. The one day Institute was not sufficient time to enable the teachers who were a little backward to become enlisted. The teachers express great satisfaction on this line."

"The colored Teachers' Institute met at Chester, August 29, in the school building, and continued in session during the week. Twelve teachers were present and manifested great interest in the work. I varied the program some for the colored teachers, making the work pertain considerably to instruction on texts of the public school curriculum. They need this work first, and then the methods, etc., comes in all right. The colored teachers of Choctaw are greatly in need of text-book instruction.

The teachers who attended took great interest in the work, and continually expressed a desire to improve their teaching ability. They were careful to take notes of all important instruction coming before the Institute. I believe this Institute if properly conducted will result in great good to the colored teachers of the State."

CLAIBORNE—C. H. Regan, Superintendent.

Two Institutes were conducted by W. K. Ker, Port Gibson, during the two weeks beginning August 29th and ending September 9th, 1892: Mr. Ker reports as follows:

"The general character of both Institutes was excellent, the number of teachers in attendance being satisfactory and encouraging, and promptness and regularity being the order of the day. There were fifty-four (54) colored teachers or aspirants in regular attendance upon the colored Institute, and eighteen (18) white teachers—beside visitors and teachers of private schools—were present at the white Institute.

The program is, I think, admirably adapted to arouse a lively interest in teachers in regard to psychological and progressive methods of teaching, and contains enough subject-matter for double the time allotted to it.

The interest manifested by your teachers—both white and colored—was exceedingly gratifying to me, for I consider that a test of my work, and I feel that your teachers—many of them with new ideas and awakened thought—are equipped better than ever before for throwing light into dark places and battling with ignorance. I trust that, when you go on your round of visits to your schools, you will see evidences of the benefit that these Institutes have been to your teachers.

It is a matter of regret that so few teachers voluntarily took part in the discussions that contributed so much to the interest and benefit of the Institutes. I think, also, that it might be well for the State Superintendent to discover in some way the ideas of his "conductors" as to the meaning of certain terms used by him in his "syllabus," the best methods of teaching certain subjects, and the definite objects to be accomplished by these methods, in order that he may secure approximate uniformity in the instruction given by them. I find there is a diversity of opinion on these subjects among good teachers, and some of these conductors may be "fossils" and may give a stone instead of bread to the starving."

COPIAH—R. E. A. STUART, SUPERINTENDENT.

Thirty-nine whites and twenty-eight colored teachers were in attendance. It was, in my opinion, a success from beginning to end. Both the teachers and conductors appeared to enter into the exercises with the right spirit. Conductors received $90 for their services, and $5.10 was paid for printing.

G. W. Turner and J. C. Hardy held the Institutes and report as follows:

The white teachers in attendance seemed to come for the purpose of improvement and devoted themselves to the work planned by the State Superintendent. His outline was followed closely. The general intelligence of the teachers present was above the average and Copiah county may well be proud of the noble band of instructors into whose hands the educational interest of their children is committed.

The Institute for colored teachers has just closed. A large attendance, considering the many drawbacks, was present. Never was more interest manifested on the part of teachers. They submitted their difficulties to the conductors without hesitation, and seemed enthusiastic in their efforts to gather information for the coming session.

The Saturday Institutes under the old regime were never well attended by the teachers, but a new spirit has been aroused, and the future Institute seems full of promise.

GRENADA—R. T. PAYNE, SUPERINTENDENT.

It affords me pleasure to report that our "Teachers' Institute," under the direction of Professor J. G. Deupree, of Jackson, held during the past week, has been eminently satisfactory to those most directly interested, viz: the teachers, and will, in my opinion, be productive of great benefit to the educational interests of this county. By reason of circumstances beyond my control, I was left at the last moment of the eleventh hour, with only one conductor for the two Institutes.

By invitation of Rev. T. J. Newell the night exercises were held at the Grenada Collegiate Institute, and were attended by all the teachers of the Institute and also a number of their advanced scholars.

The attendance throughout was very good, much better than I anticipated, and an interest awakened that I trust will increase with each succeeding year. The enrollment of white teachers was twenty-one, and of colored forty-six. I have paid Prof. Deupree $30.

HARRISON—J. L. LADD, SUPERINTENDENT.

The Teachers' Institute began Monday, September 26th. There were thirty female and four male teachers enrolled, who were generally faithful in attendance upon all the sessions of the Institute.

Rev. Dr. G. S. Roudebush lectured before the Institute on the night of the 26th, and Dr. Sims, of Oxford University, lectured on Tuesday night, September 27th.

HINDS—C. S. NORTH, SUPERINTENDENT.

It is gratifying to state that the Institutes were a decided success, eliciting an interest in educational matters heretofore unparalleled, not only among the teachers but the entire citizens of our town and neighborhood. Too much praise cannot be bestowed on Professors Deupree and Turner for their faithful and painstaking work and the ability with which they discharged every duty.

The season of the year militated against a large attendance, many of the teachers of the county being away on their summer's vacation, with the purpose of returning to the county only in time to open their school the first Monday in November.

There were in attendance thirty-four white teachers and thirty-six colored teachers, the whites meeting at the court house, and the blacks at one of their churches in Raymond.

The conductors alternated between the two places, giving both races the full benefit of their skill and learning, durthe time allotted for the work. The court house was filled during the entire week with spectators who manifested a lively interest in all the exercises. And we feel assured that the great good growing out of the Institute will penetrate every household in Raymond and surrounding country. The entire expense of the Institute amounted to $105.

The conductors report as follows:

"Since many of the teachers lived at remote distances and must come by private conveyance, the attendance on the first morning was small. Interest, however, was manifest from the beginning. Every successive meeting witnessed a larger attendance and a deeper interest. Many of the citizens, ladies, gentlemen and children of Raymond, were regularly present, and entered heartily into the spirit of the exercises.

"The educational revival resulting from so many sound educational views promulgated cannot but favorably affect not only the school interests in Raymond, but also the school interests of every community in Hinds county."

The attendance at the colored Institute was usually good, and the interest, small at first, gradually grew to the very close. Every teacher seemed glad to enjoy the opportunity of gathering such information as was most needed in the work of the school room. Questions were freely asked and information as freely given in reply. The intelligence of the teachers in attendance was far above the average.

The Institute closed with a high degree of enthusiasm, all the teachers expressing the opinion that they had been many times repaid for the cost of attending.

ITAWAMBA—J. M. WEAVER, SUPERINTENDENT.

I beg leave to make the following report of the County Institute of Itawamba county:

The Institute met and organized Monday, October 3, 1892, with an enthusiastic attendance of fifty teachers, all enthusiastic and awake to the importance and the privilege of the new Institute. Itawamba may well be proud of her teachers.

The program sent out by the State Superintendent was found to contain, or rather embody, the points desirable to be discussed. The teachers show themselves awake to the progress foreshadowed.

The conductor believes the day of education is growing brighter for Mississippi.

LAFAYETTE—C. A. McCHAREN, SUPERINTENDENT.

We held the Institute for white teachers six days. There were present 17 males, 58 females, total 75. All seemed to take great interest in the work. The program furnished is well adapted to the wants of white teachers. We commended the course of study and program laid down in the syllabus to teachers. Of course, circumstances would often make changes necessary, but in the main both are good enough.

We held the Institute for colored teachers five days. There were present 32 males, 15 females, total 47.

All manifested great interest in the work, though we did not follow the programme closely, as we did not think it best for these teachers. We tried to make the different subjects in the text-books as simple as possible. Prof. Wooten was conductor. The expenses of Institute were $80.

LAUDERDALE—W. G. STEVENSON, SUPERINTENDENT.

Attendance not so large as it should have been, owing, in part, to the short notice given; but sufficient funds with which to defray expenses reached the superintendent at so late a date as to prevent him from giving longer notice. Total cost of holding Institute, including pay of conductors, printing, etc., $70. I quote below from the report of the conductors, T. J. McBeath and A. A. Kincannon:

"Sixty-five teachers, white and colored, were in attendance, and all manifested much interest in the program prepared by the State Superintendent. We went carefully over the various subjects according to the outlines, paying especial attention to history of Mississippi and civil government. Considerable enthusiasm was awakened, and we are confident the Institute will result in much good."

LAWRENCE—B. D. BISHOP, SUPERINTENDENT.

The attendance was small, although I had advertised the meeting sufficiently, and had sent to each teacher a program and postal requesting attendance. I sent programs to forty-five white persons holding teachers' certificates, but only nineteen attended the Institute. Of the nineteen, only thirteen attended regularly. This number constitutes our native progressive teachers. Several of our best teachers attended the Institutes in other counties, where they live and were then enjoying their vacations. The conductor, Prof. F. L. Riley, had prepared himself thoroughly, and was full of the Institute spirit.

A rigid but reasonable discipline was enforced and each teacher was marked for every minute lost while Institute was in session. Thirty eight hours and thirty-five minutes of actual work was done in the Institute besides the night exercises.

From Conductor's report :

"The white teachers' Institute of five days, just held, presents many striking characteristics, when compared with similar meetings held in the past. In the first place, the exercises were not monopolized by a few of the experienced teachers, but on the contrary, all the teachers became enlisted in the work and all participated in some of the discussions each day. They seemed to desire to get all the good possible out of the Institute. In the second place, the Institute was characterized by the most intense interest. This was evident to all present. Speakers were listened to attentively, and often, by general consent, the exercises were prolonged beyond the hour allotted by the program.

Another distinguishing characteristic was the interest taken in the Institute by citizens generally. No entire session was held without several visitors, who showed their interest by the close attention given to the subjects under discussion, and by the time they remained in the room. The program was well adapted to the educational wants of the State, because it contains for discussion subjects of vital importance to our teachers, without presenting those things that would evoke useless discussions. The night exercises were very interesting and profitable to both teachers and visitors."

I am sure the small attendance was due to the fact that the law fails to impose a penalty for non-attendance. It is also evident that the majority of our teachers either fail to see the benefits to be derived from attendance and attention, or they care nothing about improving themselves in methods of teaching, etc.

I feel confident that very much of the public sentiment against holding Institutes has vanished. School patrons from almost all sections of the county were present at some time during the five days, and after seeing and hearing for themselves, they have become convinced of their error and everyone I was able to interview was loud in his praise of the good work.

LEAKE—J. F. WILLIAMS, SUPERINTENDENT.

The County Institute for white teachers continued in session five days, Prof. W. R. Mabry, manager. The secretary's report shows an attendance of forty-two teachers. Nearly all of the teachers actually engaged in school work were present.

The colored teachers' Institute continued in session five days. Thirty teachers were present.

Expenses for both Institutes were $66.55.

The work, in my judgment, is well calculated to raise the teachers to a higher standard of ability.

MARSHALL—S. W. MULLINS, SUPERINTENDENT.

The Institutes cost $100.50.

The white teachers of Marshall county met in the public school building, Monday, September 5, to attend the first Institute under the new law, which requires a continuous session of not less than five days. Superintendent Mullins, after appropriate remarks to the teachers, introduced Prof. J. G. Dupree, of Jackson, Miss., who explained at length and in an interesting manner the object of a teachers' Institute.

Next followed the appointment of Prof. A. D. Chesterman and Miss Dora Ingram as secretaries, and the enrollment of teachers. The roll showed an attendance of eighty-three. The teachers manifested interest in the work, and were prompt and regular in their attendance, as many as fifty-six answering to their names at every call of the roll, which occurred twice a day. The design, as suggested by the State Superintendent, was to make the week's session a constant study of the theory and art of teaching, and an intelligent guide to the course of instruction to be pursued in our country schools. In addition to the regular order of exercises, interesting papers were read.

Our teachers are greatly indebted to the conductor, Prof. Dupree, for the able manner in which he performed his duty. A gentleman of pleasant address, large experience and fine attainments, he won the hearts of all, and preserved the "high purpose of the Institute by taking no time to himself to show how much he knew of any subject," but addressed himself practically to the questions at issue. We saw less of Prof. G. W. Turner, who was engaged at the colored Institute, but we learn that his work was highly satisfactory. Apart from the practical suggestions and new ideas received, the social feature exercises an important influence, and we look forward with renewed interest to the next annual meeting of the teachers of our county.

MADISON—W. B. JONES, SUPERINTENDENT.

The Institutes were held by J. C. Hardy and H. J. Fry, who report as follows:

"Both Institutes were held five days during the fourth week in August. The white Institute was held at the Academy, and had eleven teachers who attended regularly and took active interest in the work, while there were eight who were enrolled who were there a small portion of the time (as shown by the roll submitted herewith). In our judgment, the Institute was a magnificent success, and the law should be rigidly enforced to bring out all the teachers, if possible.

"The colored Institute was held in the court house, and had enrolled forty-three teachers. At least thirty of these took a very active interest in the work by being there regularly and taking part when called upon. Each one seemed to be active in promoting the profession by instilling into his fellow-teachers the importance of more thorough training. The zeal of the colored teachers, as a rule, is much greater than that of the whites. The colored teacher seems determined to excel, while a majority of our white teachers don't seem to be active, or ambitious to make improvement.

"Our opinion, therefore, of the Institute work is that it is a decided success in Madison county, and we would recommend that our next Legislature amend the school law so as to pay the teacher for the Institute week the same amount that they received per week for teaching their last school previous to the time the Institute was held.

MONROE—C. L. TUBB, SUPERINTENDENT.

I am happy to note the great interest manifested by the teachers of my county in Institute work during the present year. Each teacher seems to have an ambition to excel in everything that guides and directs the skillful hand in the school-room.

Following the instructions of the State Superintendent, I caused to be published in the Aberdeen Examiner a notice of the times and places of holding the two Institutes for my county, at the same time most emphatically urging teachers to attend. I also had this notice printed on postals, one of which I mailed to each teacher in the county.

The Institute for white teachers was held in the town of Amory. There were in attendance eighty-six teachers, or fully ninety-seven per cent. of the teachers of the county. The expense of this Institute was $30, $27 being paid to the conductor, and $3 being used for incidentals.

A few days prior to the opening of this institute, I visited Prof. Cowley's summer normal, which was then in session at Amory, and assigned to the various teachers topics for discussion, as outlined in the program and syllabus. Thus, from the very first day a lively interest was manifest.

The conductor's mantle fell upon Prof. J. G. Deupree, to whom much of the successful management of the Institute itself is due. The following is from his report:

"It is a pleasure, as well as a duty, to give impressions in general as to the work of this Institute. The summer normal, by Prof. Thompson, had closed September 9. The teachers were already wide-awake to the importance of self-improvement all along every line of school work. Also, the live county superintendent had exercised tact and skill in bringing together the teachers of the county to inspire them with the ambition to excel in all that pertains to efficiency in the school-room. Consequently, the Institute opened from the very first with a full attendance and with intense interest. From the outset, the teachers were eager to hear and ready to respond to every call made upon them to participate in discussing the various topics brought before them. The conductor cannot but attribute the success of the Institute, in a great measure, to the hearty co-operation of the superintendent and teachers, as well as to the select and well arranged topics prepared by the State Superintendent of Education.

"In the judgment of the conductor, immense good will result from the zeal and enthusiasm which the teachers will bear with them to their respective fields of labor."

The Institute for colored teachers was held in the city of Aberdeen. There were in attendance sixty-five or seventy colored teachers or about eighty-four per cent of the colored teachers of the county. A much larger attendance would have been secured but for the fact that no mailing list for colored teachers had been preserved in the county superintendent's office, hence the printed postals did not reach many of them, and few colored teachers read the county newspapers. The expense of this Institute was $27, the conductor's salary.

Professor G. M. Lovejoy was chosen as conductor and did much to arouse enthusiasm in the teachers under his charge. He has failed to file with me his report of the results of his labor, but has expressed himself as well pleased with the character of the work done.

The county superintendent can, by proper zeal and energy, perform a great public service in pushing the work of these Institutes. The teachers go out from them with renewed energy, with nobler purposes and with higher and broader views of their profession. Many country teachers are enlightened and made efficient co-workers in education. The "program and syllables" sent out this year is excellent and well arranged. It meets, in my opinion, almost every demand that could be drawn upon it for Institute material, etc.

MONTGOMERY—W. E. SIMPSON, SUPERINTENDENT.

Conductor W. J. Taylor reports as follows:

"The white Institute of your county, held in the white graded school building from September 13th to 19th, was in many respects, a gratifying success. The attendance was small. The program was very suitable. The interest was uniformly good. The colored Institute held trom the 22nd to the 28th of September. The attendance was large. The interest was intense. I never saw teachers acquit themselves more creditably. I think the present plan of Institute work will make an era of great prosperity in the educational interest of county and State."

NESHOBA—C. L. McKAY, SUPERINTENDENT.

We enrolled during the week, thirty-nine teachers, while the average attendance for the week was thirty. The expenses were $25. We held no colored Institute for the reason that we have only four or five colored teachers in the county. I quote from the report of Conductor T. H. Oden:

"The general character of the Institute, I think, is that calculated to create an interest and effect improvement. I think the program is well suited to the wants of the teacher and to educational advancement. There was a striking interest manifested on the part of the teachers. I like the arrangement of the program inasmuch as it will give teachers a knowledge of how to teach more than what to teach."

NOXUBEE—S. M. THOMAS, SUPERINTENDENT.

The first week for colored teachers, and conducted by Prof. A. A. Kincannon, of Meridian, began September 3rd, and closed September 8th with forty-eight teachers in attendance. The teachers organized a county teachers' association and agreed to buy a circulating library.

The Institute for white teachers, which began September 12th and closed September 16th, was conducted by Professor R. S. Campbell, of Missouri. There were thirty-one teachers in attendance. Twenty-seven teachers subscribed 25 cents each to a fund with which to purchase a county teachers' library. We also organized a county association. The attendance would have been some better but three of the largest schools in the county had just opened and those teachers could not attend. The Institutes cost $85.50.

PERRY—R. FERGUSON, SUPERINTENDENT.

Great interest was manifested on the part of the teachers. The attendance was very large compared with the number of teachers in the county. I deem the present method of Institute work admirably adapted to the public schools of the State, and destined to work a wonderful reformation in the teaching capacity of the teachers of the State. I did everything in my power to make the Institute a success by advertising and mingling with the teachers and persuading them to attend, and I feel that I have been fully paid for all my afforts. The people generally seem to be to some extent interested in the work, notwithstanding its novelty.

The expenses of the Institute amounted to $43.

The teachers pronounced themselves unanimously in favor of the present system of Institute work, and join me in asking its continuation.

Prof. R. P. Hicks, conductor, reports as follows:

"I have to report that I held the Institute at Hattiesburg and that there were enrolled thirty-four white teachers and thirteen colored teachers.

"We endeavored to discuss the subjects in a lively, animated and profitable manner. According to the sense of the Institute the work is well adapted to meet the educational requirements of the day. The teachers expressed themselves almost unanimously as being entirely satisfied with the work of the Institute."

PRENTISS—E. T. TYRA, SUPERINTENDENT.

We have had the Institute. It is acknowledged by all that it was a grand success in every sense of the word. The attendance was good, as was the interest manifested.

The record shows sixty-six present during the session, most of whom attended every meeting. It was enjoyed by all. We held our meeting at the court house and could not then seat our audience at some meetings. At first it was a task for teachers to say anything; after a day or so it was a pleasure to get a chance to say something.

The "outline" is, I think, almost entirely satisfactory.

Prof. J. C. Benedict gave entire satisfaction in the performance of his duty as conductor of the Institute, showing his efficiency and ability, not only to the teachers, but to the people generally.

September 5th to 10th was advertised for colored teachers. They did not attend Monday and I dismissed the conductor without holding the Institute for colored teachers.

Expenses $25.

I quote from the conductor's report:

"The program provides for the discussion of almost everything conneeted with teaching in the public schools of the State.

"As suggestions are invited, I will make one:

"First-grade teachers of experience are capable of doing Institute work from which inexperienced second-grade teachers derive little benefit, and the experienced teachers sometimes derive but little benefit from the work that the inexperienced most need. If a few sessions could be arranged especially for experienced teachers in the study of psychology and its bearings upon teaching, and the same time devoted especially to the training of beginners, leaving it optional with each class to attend the meetings of the other, and extending the time so that all would still have five days if they missed the special meetings of the class to which they did not belong, I think it would increase the efficiency of the Institute and give better satisfaction to the teachers.

"A few failed to come, but we enrolled sixty-five. All but five, who attended and who had been previously assigned work, performed the work assigned, and those took part in other Institute work. Only eleven copies of the History of Mississippi were available, yet the forty-three who were present at the class Tuesday morning, with the exception of one of the secretaries, who was excused, all reported on the topics assigned them.

"In general discussion the members of the Institute were at first inclined to hold back, but after they were led into it a lively interest was manifested to the close."

PONTOTOC—D. C. M. BIGHAM, SUPERINTENDENT.

Institutes were held at Pontotoc; managers, J. G. Deupree and G. W. Turner. There were sixty-four white and twenty-one colored teachers enrolled, and the Institutes cost $52.55.

I quote from the conductors' report:

Prof. Dupree says: "In consequence of the limitations arising from brevity of time and the unequal attainments of the teachers in attendance, the lecture system prevailed for the most part, rather than the class system. But, occasionally, the exercises partook of the nature of a regular class recitation, with question and answer.

Generally, the program was found to be admirably adapted to awaken educational interest and to stimulate original thought on the part of the teacher. The topics selected and the hints and suggestions brought out by the analysis met the wants of the average teacher and enabled the conductor to impart just that instruction in matter and method which would best promote the efficiency of the teachers in the schoolroom.

The teachers entered heartily into the work of the Institute, giving earnest attention at all times and cheerfully participating in the discussions of the various questions."

Prof. Turner says: "The colored teachers' Institute has just closed most satisfactorily. Nearly all the colored teachers in the county were in attendance. Their industry was commendable, their progress rapid, and their zeal unusual.

Some of the teachers exhibited work done by their pupils that would have reflected honor on our best city schools. The scholarship was the best I have seen among the teachers of their race."

RANKIN—E. JACK, SUPERINTENDENT.

The conductor, J. R. Griffith, reports: "The program was well adapted to the wants of this county and we followed it closely, deviating only when the points of the program suggested other topics of interest and importance. The interest manifested by all the teachers was the most surprising feature of the Institute. It has been stated to me over and over again by teachers who claim to have made extraordinary effort to get the teachers of the county to meet in Institute that any attempt to do the same would end in failure. But not so; this attempt has proved a great success. There are something over sixty teachers in the county, and although there are about fourteen schools in session at present, forty-five teachers were enrolled at the Institute, many of them attending the full time. With the exception of a few of the more timid who have had little or no experience in teaching, all took part in the discussions. And so interested were all the listeners, perfect order reigned throughout. After the first day, the interest reached beyond the teachers and drew in many visitors, who seemed to be as well pleased as the teachers. On the strength of this Institute, a county teachers' association was organized, by unanimous vote of all present. A constitution was adopted, providing for four regular meetings a year. Upon the whole, I think, educational progress took the longest stride in Rankin county last week during our five days of Institute that this county has known for many years.

SCOTT—O. B. TRIPLETT, SUPERINTENDENT.

I am highly pleased with the results of both Institutes. I think all teachers who attended were materially benefitted, in the profession of teaching; but had the time for preparation been longer, both Institutes would have been more beneficial.

I attended each Institute every day except one and made it a point to aid the conductor in drawing the teachers out on all the subjects given, especially in school management and government, the elementary branches and educational psychology. In my visits to schools I observe that quite a number of teachers are defective in the above named subjects. It is evident to my mind that this want of information among the teachers present has in a great measure been supplied.

I had only $51.50 of Institute fund, and with your consent for me to hold Institutes, if possible, without drawing upon the school funds, the conductor was employed with the understanding that he would take the above amount, run the Institute and bear all the expenses, which amounted to $7.57.

Below find Conductor F. B. Woodley's report:

"The general character of both Institutes was somewhat indifferent. This may be attributed to the fact that the programs and syllabuses were not put in the hands of teachers in time for them to make careful, thorough preparation.

"The program, in the main, was admirably adapted to the educational wants of the county, your teachers—the majority, at least—being very defective in pedagogics.

"The negro teachers were very much in earnest, and manifested great interest in Institute work. They were always on time, ready, eager each to do his part. I am sorry to write that some of the white teachers were not punctual (the roll herewith enclosed showing whom), and did not manifest any considerable interest in the Institute. The greater number, however, especially among the ladies, were punctual, attentive and much interested.

"I found the teachers of both races very anxious for instruction on history of Mississippi and civil government, and good work has been done in these branches. Your teachers have been thoroughly impressed with the importance of study, thorough mastery of text books and special preparation for teaching."

SMITH—J. A. HUFF, SUPERINTENDENT.

The Institute held in this county was, I believe, a success. A majority of the teachers manifested great interest, and this, together with the untiring zeal of Prof. F. B. Woodley, made the Institute both pleasant and beneficial.

From the fact that we had so much sickness, the attendance was not what it should have been. Expenses were small—$20 paid to conductor and about fifty cents for incidentals.

Below I quote from the conductor's report:

"The general character of our Institute was good. While some have been indifferent, and I fear not much benefited, the majority have done much earnest, faithful work.

"The program is admirably adapted, with the exception of too much repetition on some subjects (school management, reading and geography), to meet the educational wants of your teachers.

"Teachers were interested in all subjects discussed, but manifested especial interest in history of Mississippi, civil government and improved methods of teaching."

WAYNE—WM. E. LLOYD, SUPERINTENDENT.

For conductor of the Institute I had engaged the services of Prof. A. A. Kincannon, but he was taken suddenly ill two days before the time appointed for the Institute to begin, so I was compelled to look elsewhere for a conductor, whom I found in Prof. McBeath, of Lauderdale. It is needless to say that Prof. McBeath proved himself an able substitute and by his tireless efforts succeeded in gaining the confidence and esteem of the teachers, and making a grand success of our first summer Institute.

Where the teachers came with doubt and reluctance they have returned to their several schools full of enthusiasm and outspoken in commendation of the "new Institute." Filled with a determination to make better teachers than ever before, they have carried away with them an admiration and respect for our public school system never felt before. Not only has the Institute proven a success, but to many it has been a revelation—in many ways benefiting the teacher more in the five days of consecutive Institute work than by the one-day-a-month method in five years.

Conductor McBeath says:

"The colored Institute had nine teachers present, all of whom, during the entire session, took great interest in the work. They took a very active part in the discussion of all questions, many of them presenting new and original ideas upon the various subjects.

"The white Institute had eighteen teachers present. A more earnest enthusiastic body of teachers I have never met."

WILKINSON—J. M. FLY, SUPERINTENDENT.

The Institute conductors, Campbell and Johnson, have been at work since Monday morning, and are doing good, faithful work. The teachers are benefitted materially, and I trust we will have better teaching as the result. I will pay them $40 apiece this evening, according to your instructions.

The number of white teachers in attendance is eighteen; the number of negro teachers thirty-two. Our white people are much pleased with the conductors.

YAZOO—W. R. McCUTCHEN, SUPERINTENDENT.

The white Institute exceeded my expectation. The teachers seemed to be interested, and generally took an active part. I think much good has been accomplished.

The colored Institute was quite a success. All took an active part in the work, and I think much good has been done. There were twenty-eight white and sixty-four colored teachers in attendance. The Institutes were held by Prof. J. G. Wooten, and cost $100.

County Superintendents' Reports

OF

Institutes Held in Summer of 1893.

ADAMS.

Our county Institutes have been held according to appointment, commencing July 24th and ending July 29th.

The Institute for whites was conducted mainly by Prof. J. M. Barrow, whose work was at once pleasant and instructive. The number of teachers present was twenty-four, of whom four were principals of private schools. Without exception the attendance was prompt and continuous, the interest decided and progressive. Nine creditable papers were read, and a spirit of animated inquiry prevailed from the beginning to the end of the exercises. All were fully satisfied with the white Institute.

The colored Institute was conducted by Professor J. F. Boydstun, assisted to a limited extent by Mr. Barrow. The number of teachers in attendance was fifty, all of whom, except when excused for good reasons, were regularly present. The manner of conducting this Institute was quite satisfactory, and the teachers, in so far as I can judge, were, without exception, thoroughly gratified and aroused. Nine papers were read. We have had profitable, inspiring and hence, satisfactory work. I quote below from conductor's reports:

Professor Barrow says:

"The teachers were prompt and regular in attendance, and gave to the work of the Institute their undivided attention, responding promptly and cheerfully to the demands made upon them. I feel indebted to a number of them for instructive and interesting papers contributed to the occasion. Every day some visitors were present and frequently took part in the discussions. In the main, the program was followed and is found to be well suited to the educational wants of the teachers. I recommend to the teachers its preservation for future use and study. It will be useful as a manual and guide in the work of the school room."

Prof. Boydstun says:

"Much interest was manifested, the attention to the business of the Institute was close, and the teachers did no inconsiderable amount of studying during its progress. The syllabus was followed as to its main points, but we lacked much of covering the ground it laid out. The greatest interest was manifested in the subjects of physiology and philosophy, the one being illustrated with a microscope, and pneumatics in the other being illustrated by some simple apparatus.

During the progress of the Institute the conductor brought out several of the most important educational principles, and much time was spent in drilling the teachers on the application of these to the teaching of the various branches of the common school course, and to the perplexing problems which so continually confront the teacher."

ALCORN.

I quote below from the report of W. I. Gibson, conductor:

"There were enrolled forty-two white teachers, most of whom were regular in attendance and manifested a deep interest in the work.

"The work of the Institute was mainly lectures by myself as conductor, and the object of these lectures was to enlarge the educational view by discussion of educational principles, to inspire by showing what it is to know and what is in easy reach of the industrious student.

"The time was spent in considering 'The Object of the Teacher,' 'The Relative Value and Dignity of Studies.' What was thus suggested generally was then applied specially in a consideration of 'Reading' and 'Language Study' and briefly in 'Arithmetical Analysis.'

"The first lecture was devoted to the 'Formation of Character' and the means by which it is accomplished.

"No direct discussion of methods of teaching was had, except such as was illustrative of the principles generally discussed as above stated, but the conductor is persuaded that far more was accomplished for the uplifting of the work than could have been accomplished by direct treatment of method. For such conductors as prefer to exhibit method directly and engage in the discussion of ways to teach percentage, square root, spelling, etc., the program seems to be a complete guide and to suggest every matter likely to be profitable or interesting, but those who are grounded in the science of education perceive a way far better and higher than such discussion. Teachers need to know, 1st, What to teach; 2d, Why it should be taught; 3d, Why one thing is to be preferred to another; 4th, To be filled with a high ambition to do good work. If they have these things, they will make their own methods."

Conductor E. E. Cowley says:

"Number of colored teachers enrolled, thirteen. These, with two exceptions, were regular and punctual in attendance, and all manifested a deep interest from the first of the session to the last. It was found practical to devote the greater part of each day to regular class work, thus giving object lessons in methods, rather than to follow the program adopted by the State board of education."

The fact that a part of the teachers of this county were in other counties teaching at the time of these Institutes, explains to some extent the small attendance. The county was at no expense except the salary of the conductors. They were paid thirty-five dollars each.

ATTALA.

The County Institute for white teachers was held in the town of Kosciusko August 7–11, 1893. The Institute was conducted by Profs. Abernethy and Whitfield. Fifty-four teachers were enrolled, thirty-eight females and sixteen males.

Syllabus as furnished by the State board of education was taken up and discussed. Quite a lively interest was manifested in the discussion of the various topics presented. Considerable interest was aroused among the teachers in favor of extending the time of the schools.

A teachers' association was organized, at the close of the Institute, with a membership of thirty-six.

The teachers were highly pleased at having the State superintendent with them the last day of the term.

Mr. Whitfield says:

"Fifty-three teachers were enrolled, and I am glad to say that they manifested commendable enthusiasm in the work. I found them earnest and progressive."

"I would respectfully recommend, as many teachers during the meeting subscribed for periodicals, that you increase the salaries of those teachers in proportion to the amount invested by them to make themselves more effective teachers."

From the report of Conductor Abernethy it will be seen that there were thirty-three colored teachers enrolled.

Mr. Abernethy says:

"I am pleased to report that the colored teachers manifested great interest in the Institute work, and were willing to put themselves in line with any effort to further the educational interest of their race.

We find them much better educated than any we have met before. They are capable of not only understanding the syllabus but of appreciating its merits. The more we know of the syllabust he better we like it. Were we to suggest any change it would be that method and management be emphasized.

We feel that the Institute has been a success here. The teachers seem to be full of enthusiasm and will make their school work better than in the past."

BENTON.

Twnty-six white teachers attended the Institute. The exercises, although consisting chiefly of lectures with frequent reference to methods, were practical and well suited to the needs of the teachers of this county, and will I think, result in much good. Some, I am satisfied, have received inspirations that will tell in their future work and improve their work as teachers. The interest increased from the beginning and is still widening, which enhances our prospects for another year. I believe all my teachers will attend the next Institute. Such is the interest and enthusiasm manifested by those who did attend. Our prospects for the next Institute are bright. We had quite a number of citizens present at each session, who expressed themselves well pleased with the work of the Institute and predicted a general awakening along educational lines.

Parents' night was well attended and profitable to our people. We had some good speeches on topics in program. We urged subscription for a library. The twenty-six teachers subscribed $9.45 to this fund. I also urged the taking of at least one school journal by each teacher. Had samples from several publishers, gave them to teachers and prevailed on several to subscribe.

We talked some about the practicability of grading the schools, but had no formal discussion of the subject. Many of the teachers do not understand this subject. Hence we had no discussion.

Upon the whole, I regard the Institutes of great value to the school interest generally, fostering an interest and enthusiasm not easily attained any other way.

I quote from Conductor Gibson's report:

"The greater part of the work consisted of lectures by myself on the principles and nature of education, with suggestions in reference to methods of teaching. Such suggestions were made where, and only where, they arose from the consideration of the nature of education and the principles noticed as subjects of lectures.

"The closest attention was given by the whole body of teachers, and from expressions of opinion as well as from such attention I am led to believe that much good was done in the exact line of work contemplated in the establishment of such Institutes."

BOLIVAR.

The Institutes in this county have just closed. All teachers were much pleased, and I am satisfied we will have a much larger attendance of both colored and white next time. Some whites were prevented from attending on account of sickness, and others were not able to pay their expenses.

The work was thorough, and I am satisfied that it has done much good. The teachers and I will be satisfied next year if you send us the same conductors. Twenty-eight colored teachers and eight white teachers attended. I quote from report of Conductors Fox and Patterson:

" Eight white teachers were enrolled. Excellent work was done by teachers. The conductors alternated by days with the two Institutes, and gave them the benefit of the best services we could render. Considerable interest was developed in reference to library fund, and the superintendent decided to present subscription list at teachers' examination. Twenty-eight colored teachers attended. The program and syllabus was very well adapted to the needs of teachers. The interest was fine during the entire week's work. Teachers seemed to be very much interested in the work."

CALHOUN.

The white institute was held by Prof. S. A. Morrison, with an attendance of fifty-five teachers. The teachers were very eager to be informed, and assiduous in their efforts to make a success of their work. Many subjects, in addition to the regular program, were discussed. All joined enthusiastically in the work, and upon the whole, the Institute was a success from start to finish. The citizens of the town were very much interested in the work. In fact, the Institute met with the approbation of all who visited it. The white teachers subscribed $33.25 to the library fund.

The colored Institute was held by Prof W. J. Humphrey, with an attendance of twenty-one. The Institute was in every way a success. Many subjects were discussed in addition to the regular work. To say the least, the teachers were completely carried away with the work. They subscribed $21,25 to the library fund.

CARROLL.

Prof. W. J. Humphrey, who conducted our white Institute, reports, in substance, about as follows:

There have been in attendance forty-seven teachers. During the early part of the week but little interest was manifested, but we closed to-day with marked manifestation of improvement and profit. The Institute is a success in its purpose. He thinks the program well adapted to the present need. The parents' meeting was a success.

Prof. S. A. Morrison, who conducted our colored Institute, said nothing of the program. His report shows an enrollment of forty. He thinks the Institute a success.

I attended the Institutes all of the time, and think very much good was done. It seemed, at first, that our white Institute would not be a success; but before the close we were convinced that it was not a failure by any means.

CHICKASAW.

The Institute convened here on Monday, August 7th, and continued to Friday night, August 11th.

The work was of a most excellent character. The teachers were enthused and inspired with new life.

The attendance was comparatively small on account of summer schools. The number was twenty-seven.

Conductor W. E. Johnston says:

"The white Institute convened with twenty-one teachers present and closed with twenty-seven. The teachers were constant in attendance, ready to perform any work assigned and showed by their work that they were anxious to climb higher in their profession.

"The week's work was full of enthusiasm. Many expressed the wish to have it continue—that it had been a week of real school to them.

"I found the program and syllabus very helpful in suggesting, but more comprehensive than could be fully discussed in five days. I also gave many of the topical outlines of the Oxford Institute.

"The general character of the colored Institute was that of a study of the subject matter of the texts. Methods and managements were discussed briefly but pointedly.

"The program was generally followed, and found to be very helpful.

"I never saw people more eager to learn, or take greater interest in their work.

"Thursday night was devoted to discussing publicly school questions.

"There is hope for the negro if he had better teachers."

CHOCTAW.

Institute was held by Profs. Abernethy and Whitfield. White enrollment fifty; colored, seventeen.

Attendance good. Marked improvement on last year. Live interest manifested. Good results accomplished. Evidently an era of progress is dawning upon the educational interests of the county.

I quote from Mr. Whitfield's report:

"I found that the colored teachers of your county manifested as much interest in the work as I have observed in any county, and the enthusiasm greater. It was my purpose, while following the syllabus in the main, to give the teachers a higher ideal of their work, and to make them especially understand and appreciate the great moral responsibility that rests upon them as teachers."

Mr. Abernethy says:

"There were forty-two white teachers enrolled. The greater number manifested considerable interest in the work. We had the hearty co-operation of both the teachers and the county superintendent. They are heartily in favor of extending the school term and will use their influence to that end.

"Patrons' night was well attended. The subject of extending the school term was discussed by the conductors. A great number expressed themselves as favoring the movement."

CLAIBORNE.

I herewith hand you the report of Thomas C. Walton and William H. Ker, conductors of the Institutes held in Claiborne county.

The attendance of teachers was as follows: Whites, twenty-three; blacks, forty-four. More enthusiasm was elicited among the white teachers than I have ever witnessed at similar meetings. They seem to have been impressed for the first time, that there is a "profession" of teachers, and that teaching is much more than being present in the school room and "hearing lessons." I believe the foundation then and there laid will culminate in an excellent pedagogical super-structure, if we can hold our present teachers in the ranks. This we cannot hope for, as long as the selection of teachers is left to the personal bias or prejudice, or sectarian views of local trustees; when true worth and professional training are thrown aside as of no value as against the accomplishment of certain selfish ends, which too often set a premium on incompetency and unworthiness.

The irregular attendance of some teachers is to be regretted, and the absence of teachers, residents of other counties, who have obtained, or expect to get, schools in Claiborne, is a matter to which I ask your earnest attention. I destre, and I presume all other superintendents desire, to have the entire corps of teachers present at the Institute of that county wherein they are to teach, when they shall receive such instructions before they resume charge of schools, as will insure a full knowledge of the rules, and uniform cooperation in the work, for opening, classifying, grading and examining. These instructions they cannot receive in other counties, or if received, will be almost certain to clash with those of some other superintendent. This class of teachers gives me much trouble in carrying out the details of grading, of making out reports of the details of school work generally; and the foregoing requirement will reduce these shortcomings to a minimum, at least.

I shall make a strong effort to increase the salaries of those teachers who attended the Peabody Normal and those who gave their time and talents to the Institutes; but I am confronted with two factors that may partially block my way. First, the school estimates for an eight-month's term will not permit of much advance over salaries for the term just closed, as I was already paying good salaries; secondly, those second grade teachers who attended, were already receiving the full limit of salary allowed by law. My main recourse will be, perhaps, to reduce the salaries of teachers who did not attend, though this will be poor recompense to the faithful ones.

I recognize fully the efficiency and worth of the two conductors whom you assigned to my county, and believe we were shown special distinction in that selection; but I honestly think you drew too heavily on my Institute fund for their salaries. Other counties much larger than Claiborne, that I could name, wtth more schools and much larger funds do not pay proportionately as high salaries to conductors. I realize that "cheap John" salaries will not recompense talent, yet you might have set a lower figure, given satisfaction to the conductors, and not have weakened my possibilities for purchasing a library, besides furnishing my teachers (my main design) with school journals.

Your syllabus is the concentrated essence of all that is excellent; your departure into the field of psychology, giving us all opportunity to cull its flowers and partake of its rich fruits, is most timely, and I specially thank you for the inspiration that prompted it.

With a view to build on the splendid foundation laid by your conductors, so as to include all the teachers under my supervision, I am digesting a plan for holding a county teachers' meeting in January or February to continue two or three days. I hope to mature and carry out the design, and report successful results in due season.

Teachers of our public schools should, in all justice, be paid, or at least reimbursed, by the State or county for attendance on the Institutes. It indeed requires a large amount of educational patriotism and no little liberality for ateacher to draw on his meager salary and expend it in the cause of the public. And as the legislature will convene before another Institute term begins, I hope provision will be made for allowing superintendents to pay teachers for this week of school service.

In conclusion, permit me to say, sir, that Claiborne county, having, as you are pleased to state, taken the initiative in the cause of progressive education, will endeavor to keep the lead of sister counties, and I hope to see the day, before my administrative term closes, when we shall add another month to our present free term, and have trained teachers in every school.

CLARKE.

The Institutes were held, beginning July 31. Night sessions were also held, except parents' night, which was prevented by rain.

Teachers have spoken approvingly of Institutes, and another year I have reason to believe they will be eagerly attended by the teachers.

The conductors, Saunders and Turner, gave entire satisfaction, as far as I can judge.

Attendance: White 28; colored 21.

CLAY.

Herewith enclosed I send reports of Conductors C. V. Thompson and A. L. Summer. Our Institutes began Monday, July 31, and ended Friday, August 4. There were in attendance twenty-six white teachers and sixty colored.

As stated in my report of the 5th inst., my contingent expenses were $19.85. This included all expenses incurred for Institute purposes, such as printer's fees, postage, janitor's and drayman's bills, etc. These expenses were incurred, and, in my opinion, were necessary to the proper running of the Institutes.

Prof. Summer says:

"We followed the program and syllabus very closely, but did not have sufficient time to do justice to all subjects. I find it a good guide in the work."

COAHOMA.

I have the honor to submit the following report of J. G. Dupree, Institute conductor for the colored teachers of my county. Mr. Dupree says:

"The Institute close today at 4:30 p. m., after an interesting and profitable session of five days. The teachers from first to last had a mind to work. From the time of entrance to the close of the Institute, no one has lost as much as ten minutes by absence or tardiness. In regularity, punctuality, and fidelity to work, the colored teachers of Coahoma county, in my judgment, will lead the teachers of the State. I need not add that I have been gratified beyond measure by your own constant attendance and by the interest you have manifested in every exercise. To your encouragement and support, as well as to the willingness of the teachers to work, I attribute the success we have achieved. While other topics have not been neglected, emphasis has been put on grammar and mental arithmetic, and much instruction has been given in these branches, which the teachers seem to appreciate. They have made commendable progress, and the spirit they have shown will promote their efficiency in the school room this fall. The syllabus was found to be admirably adapted to our purposes, though we could but make a selection from the ample material it offered."

COPIAH.

Herewith I submit the reports of Profs. Tappan and Trawick. I will say that we had a very interesting and profitable term. We held from July 24th to the 28th inclusive. Conductors seemed to enter into the spirit of their work, and we had the best Institute Copiah has ever had, with an attendance of sixty-three whites and eighty-two colored.

Mr. Tappan says:

"The teachers of this county are, as a whole, far above the average. They seemed to come with no other aim than to secure as much benefit as possible from the Institute. The attendance was good; and from the earnest resolutions passed by them, I can but say and believe that they most heartily enjoyed the session, and will carry home with them the most earnest spirit to now enter with double zeal into the work before them. They have received an inspiration that will follow them and make itself felt in their future work.

"In regard to adaptation of program, would say, I believe it excellently prepared and most admirably adapted to the quality of work before us. I have supplemented the same, however, by practical illustrations and a class of experiments that they seemed to appreciate and enjoy very much.

"I have endeavored to make special points of the demands of a higher and professional training; causing them to fully understand that the coming teacher must be more than a mere school keeper, but add to mere scholarship a spirit desire to make their calling a permanent one, and fit themselves accordingly.

"Unless the time of the school year be lengthened to six or eight months they cannot hope to find it so profitable to engage in the work. But by a "long pull, a steady pull, and a pull all together" we can effect this extension of the term."

Mr. Trawick says:

"The colored teachers of the county I found to be far beyond the average, as demonstrated by the earnestness evinced in trying to gain information from the exercises of the prescribed curriculum, and from their ability to answer questions on the subjects presented. At the end of each forenoon session, I reserved about fifteen minutes for questioning on all the subjects covered in the exercises, and I am gratified with the earnestness displayed by both male and female.

"Adaptation of Program to Needs of Educational Want—Under this head, so far as this county is concerned, I would like to say, I have followed it out to a precision, and think that the main points touched on will encourage the teachers to further investigation. Most of the experiments mentioned I performed in the presence of the teachers, which, to some, seemed a revelation. In mechanical or mathematical geography I made an electric needle, cut out an eliptical figure from a piece of card board, to represent the plane of the ecliptic, and with a baseball, showed all of the phenomena of day and night and change of seasons, etc.—by such simple illustrations that each teacher can make for himself or herself. In physics, I illustrated the law of pendulums by actually making several of different lengths and two of same length, by which I could illustrate two of the three laws, and quite a number of similar experiments, which served to stimulate the teachers in this line."

COVINGTON.

"We had in attendance: White teachers, 35; colored teachers, 11; total, both races, 46.

Besides the teachers present, were numerous citizens. Interest in the Institute grew from Monday till Friday. Of the number of teachers now under contract to teach only five were absent. Your able conductors, Professors Kincannon and Hardy, succeeded wonderfully well in arousing the teachers to a sense of their duties as teachers, to a sense of the possibilites of teachers and patrons when they co-operate to further the interest of the child.

Our worthy conductors did much while with us to enlist the interest of the people generally in having our term extended and building better school-houses and fitting them with better apparatus. Our teachers, last Friday, organized themselves into a Teachers' Association. We are going to act on your suggestion and arm each teacher with a petition to our board of supervisors asking it for a sufficient levy to extend our school term, say two months, if not longer. We got subscribed $16.00 to be used in the purchase of a teachers' library.

DESOTO.

The white Institute was conducted by Prof. W. W. Rivers; and the colored by Prof. J. G. Dupree. The attendance consisting of thirty-two white and fifty-six colored teachers was exceedingly good, considering the fact that so many of the teachers had not completed their summer term.

I quote from the report of the conductors. Mr. Dupree says:

"I found a great superabundance of most excellent material in the syllabus, from which I was at no loss to select all we needed. While many other topics such as spelling, classification, management, etc., received due attention, arithmetic and grammar were emphasized, especially as presented analytically. The teachers seem to feel the need of more help along these lines and we cheerfully gave it. I may add that the teachers were all willing to do the work required of them and showed a good degree of intelligence and fair attainments. It is a good proof of their progressive spirit, that they all express great satisfaction, at having given the week to self-improvement and only regretted that the Institute could not be protracted a month."

Mr. Rivers says:

"The attendance of the white teachers has been very good considering the fact that the summer schools are in session.

"They have been on hand early and late, evincing a deep interest in the profession. They do not hesitate to discuss all matters pertaining to their work; indeed the tide of educational progress, which is moving through the entire State, is having its effect in DeSoto county. The teachers want something better and deeply appreciate any efforts for their betterment. My work with them has been very pleasant and cordially received. The syllabus is practical and all is capable of being used, but we found the work too comprehensive and made selections. The greater part of the time has been devoted to practical arithmetic, grammar and school methods.

"More school-room or text-book work than was authorized in the syllabus has been done. The teachers seem to be well pleased with the change from the day to the week Institute."

FRANKLIN.

The conductors labored faithfully and earnestly, and received good attention from the teachers, and every one seemed to be drinking from a fountain for which they long have been thirsting.

The attendance was, whites, 15; colored, 11; which is about five-sixth of the teachers in the county.

We have circulated petitions to the board of supervisors for the three-mill levy and will have a library soon.

Mr. Boydstun says:

"I have never before seen such eager interest on the part of teachers. It even infected the town and brought out the citizens in considerable numbers. We had quite an enthusiastic meeting on parents' night. The subjects receiving most attention were, 1st, The responsibility of an educator; 2d, The moral support which should be given a teacher; 3d, The need of closer and more thorough supervision; 4th, The need of a longer school term. A strong effort will be made to induce the bord of supervisors to levy an additional school tax of three mills. During the week the teachers made a special study of grammar. The subjects receiving most attention were, 1st, the personal qualities of the teacher; 2d, The problem of making a school orderly and studious; 3d, The ends of education; 4th, Reading; 5th, Spelling; 6th, Arithmetic; 7th, Physiology and hygiene; 8th, History of Mississippi; 9th, Psychology. In the first three mentioned, the aim was to give the teachers inspiration. In considering the others, the teachers were first given the aim of the study, next the principles which were of most use in teaching it, and last there was a drill on methods and on the study itself. The teachers did much of the work and of the talking."

Mr. Barron says:

"The colored teachers were attentive, and complied promptly with every request made of them. They took a deep interest in the proceedings, and, doubtless, were greatly benefitted thereby. The general tenor of the program was followed, it being varied to suit the needs and capacity of the teachers. Special instruction was given in mental and intellectual arithmetic. How to teach the former was illutrated by the actual recitation of a number of easy examples from Robinson's Intellectual Arithmetic. Also, every day, problems were assigned from 'Miscellaneous Examples' for study and recitation.

"As to subject matter, the limited time precluded the possibility of extensive instruction thereon, yet sufficient was given to be of great help to the teachers as a guide in directing their future studies, and securing for them a more thorough grounding in the branches they are required to teach."

GREENE.

As I was compelled to be absent at the close of our Institute, Prof. Taylor agreed to make out his report and leave it at my office for me. But he failed to do this and I have been awaiting a hearing from him before making a report to you, which I have failed to get.

There were nine of the thirteen white teachers of the county who attended the Institute.

While the program was hastily run over, and many points undeveloped, I think there was much good done. Teachers were made to realize that they were in an all-important work, given a better conception of the purposes of life and inspired with a zeal to better prepare to meet future duties and responsibilities. However, there was much opposition to the Institute and Institute conductor before he arrived in our county. It was with much reluctance that our people at the county seat suspended school and gave up the school house for Institute purposes. After the Institute was opened, its purposes explained, and the conductor had talked with some of our people, I think this opposition somewhat abated, and the public sentiment for same was much better. Yet the feeling is far from what it should be with many, and there is much opposition to yet overcome. By securing the co-operation of several of our influential men, I succeeded in getting our supervisors to make a levy to run our school six months the ensuing term. I am very proud of this.

Quoted from Mr. Taylor's report sent to the State Superintendent:

"The Institute of Greene county met at Leakesville, August 14th and adjourned August 18th, with eight white attendants and one colored.

"There being no colored Institute the one negro teacher asked permission to hear the exercises, which request was cheerfully granted.

"The attendance was very small the first day, owing to to the fact that the superintendent had advertised it to open on Tuesday. The people of the town had not been prepared for the occasion and therefore did not look forward to it with any interest. All the white teachers that attended were from other counties, except one.

"Failing to have a patrons' meeting Wednesday night I yielded to the citizens' wishes and gave them a talk Friday evening."

GRENADA.

The white Institute, with S. A. Morrison, conductor, enrolled twenty-seven teachers. This is the first Institute yet held in this county that, in my opinion, has accomplished anything. I say this with neither desire or intent to detract from the reputation of other conductors. The attendance was good, the interest was unflagging, and the result was highly satisfactory to all parties—teachers, conductor and superintendent.

The colored Institute, with W. J. Humphrey, conductor, closed with an attendance of twenty-two. Three-fourths of the colored schools of the county are now in operation, which accounts to some extent for the meagre attendance.

In my humble opinion, a general order from the State Superintendent suspending all schools in the county during Institute week therein, will be the only means of securing anything like a full attendance. Unfortunately for the educational interests of this State, a large per cent. of teachers are teachers for revenue only, which revenue they are anxious to collect as early as possible. The only labor of which they are guilty is just enough study to squeeze through an examination and thereby procure the "longed for" certificate. The interest or advancement of the pupils is to them an unknown quantity. The only interest of which they have any conception is self-interest, which is the main-spring of all of their motives. This class of teachers is a large one in the colored contingent, and is not unknown among the Caucasians.

HANCOCK.

Our Institute opened July 31, with W. W. Moore, conductor, with ten teachers in attendance.

Our Institute was a great success, and met with the hearty endorsement of both teachers and patrons.

You could not have sent us a conductor more adapted to this important work than Prof. W. W. Moore.

The conductor solicited subscriptions from teachers, who all subscribed freely, and willingly to the library fund. I will write to the absent teachers, and urge them to contribute to teachers' library. I feel confident they will cheerfully render pecuniary aid in this undertaking. I submit below the conductor's report:

"The institute was very well attended, and the teachers were interested. It was like an educational revival to them, and I think extended until the citizens caught the inspiration. I believe there will be educational progress as a result of this Institute. As conductor I found hearty co-operation in the teachers, and especially in the county superintendent. We took up the program as found in the syllabus, where we found it applicable to our needs and introduced new matter wherever thought best. It affords me great pleasure to inform you, although you already know, that the teachers were thoroughly interested. I think that the teachers who attended the Institute will agree that it has been money well spent to have had the Institute.

HARRISON.

I inclose the reports of our county Institutes, as given by the conductors. As our Institutes came first on the list, it did not give me time I needed to properly prepare for the Institutes. Our teachers have always been indifferent about attending Institutes, not that they did not need them, but because they did not know they needed them, and because the importance and necessity of attendance was never urged upon them as it should have been, and they have drifted along, for it is not more than that in this county, as I look at it. I assure you that if I am in charge next year we will have a full attendance.

I quote from Mr. Moore:

"The colored Institute was in session five days, and had a good many spectators present during the session. Parents' night was well attended and was a success. The people showed their interest in the work by their presence at our daily sessions, and by taking some part in the program on parents' night.

We followed the syllabus, where we thought it suited the teachers of Harrison county."

Mr. Taylor says:

"The Institute for white teachers had an attendance of 15; interest was hard to arouse, but ran high and continued through the entire work. Much enthusiasm was manifested and a higher regard for professional teachers was conceived. Parents' night was well attended and doubtless did much good."

HINDS.

I am glad to state that both Institutes were decidedly successful, both as to attendance, interest manifested and good accomplished. The number of teachers enrolled at the white Institute was sixty; and at the colored sixty-six. Too much praise cannot be given both conductors, both of whom labored zealously and created an interest on the part of the teachers that continued unabated until the close.

I quote from Mr. Ker's report of colored Institute:

"Knowing that the shortness of the time would render successful instruction in subject matter impossible, I attempted very little in this line, but bent all of my energies towards inspiring the teachers with a deep sense of the responsibilites and duties devolving upon them, and with an earnest desire and purpose to grow—to become, day by day and year by year, better teachers.

"The program and syllabus is an excellent one in every respect, but in the five days allowed for its consideration it would be impossible to do more than merely skim over the ground mapped out. While I did not confine myself strictly to the program, I presented such suggestions and instructions as I thought would be in line with the program and would throw additional light upon the subjects presented therein. I would heartily and earnestly recommend to the teachers who attended the Institute that they give to the syllabus earnest and careful study and thought.

"There were sixty-six colored teachers enrolled in the Institute, and in attention, interest and intelligence they will compare favorably with the colored teachers of any other county in the State. They were faithful in attending and evinced so much interest in the work that it was made very much easier for me, and it was a pleasure to teach them."

ISSAQUENA.

I have the honor herewith to hand you the report of Mr. Wm. H. Ker, conductor of Institute held in this county. We were much pleased at his lectures and think they will do much good in this community. The teachers took considerable interest and gained no little information from them.

We think Mr. Ker fully competent for the work and sincerely hope he may be returned to us at our next annual Institute as its conductor.

I quote from Mr. Ker's report:

"I opened the Institute with eight teachers, and during the last two days the enrollment reached ten. These eight teachers attended faithfully and regularly, and have constantly given evidence of their appreciation of and interest in the work I have been striving to do. By their answers to my review questions on the last day they have demonstrated that they had not failed to profit by my instruction."

JACKSON.

Enclosed find report of Conductors Taylor and Moore. We enrolled eighteen white and five colored teachers. I quote from Mr. Taylor:

"The teachers came the first day seemingly impressed that the day was one for earnest, serious thought. This feeling intensified from day to day.

"The syllabus was perfectly adapted to their wants. I had much of other matter that I would have presented, but the interest in the syllabus was too great to risk any change.

"Eighteen attended and not one was a drone. The library fund was discussed and every teacher endorsed the discussion with a contribution. Each teacher resolved to canvass his district, and therefore the entire county will be worked and a good fund raised. They raised the fund from $3.20 to $16.00 on the spot and felt that a beginning had been made.

"Every teacher was enthusiastic for the school fund to be raised. They petitioned the board of supervisors for an increase of three and one-half mills. I verily believe that they will force this tax at no distant day. They agreed to take it up in their districts and not to let go until the blessing the board did bestow.

"The outlook for Jackson county, educationally, is indeed a happy one."

JASPER.

Our Institutes, with an attendance of eighteen white and twenty-four colored teachers, were held by Conductors Kincannon and Hardy, from whose reports I quote below:

"While we regret that the attendance upon either Institute was not so large as desired, we feel that the principal objects of the Institutes have, in a large measure, been accomplished. In view of the great educational tidal wave which is passing over our State, we believe that the program was most admirably adapted to the needs of those teachers who were unable to attend the recent summer normals."

JEFFERSON.

The work of the Institutes was well done by Conductors Barrow and Boydstun, and the teachers, both white and colored, seemed to take great interest in it. The attendance was much better than I expected. The whites enrollment numbered about thirty; the colored, thirty-five.

I think from the interest of both the teachers and citizens generally, our next summer's Institutes will be full from the first day, and all the white teachers want Prof. J. M. Barrow here again.

JONES.

Our Institutes closed yesterday, with twenty-five white and four colored teachers in attendance.

We had a very pleasant and profitable time, and I believe you sent the very men for the business on hand. They were in full sympathy with our people, and labored earnestly to inspire our teachers to strive for greater efficiency in their calling.

I quote from their report:

"We have endeavored to make your Institute of such a character as to meet the peculiar needs of your teachers and schools. To do this we deemed best at times to vary from the official program, which is admirably adapted to meet the general needs of our schools.

"We would suggest that you urge the teachers of your county to preserve the program and use it as the outlines of a course of study during the coming year.

"We endorse Mr. Preston's circular letter in full, but especially the part in which he insists upon your paying the live teachers better salaries than those who have no interest in their own preparation."

KEMPER.

No report made by superintendent.

Report of F. L. Riley, conductor:

To County Superintendent:—The white Teachers' Institute of Kemper county met in the town of De Kalb on Monday morning, July 31st, at about 11 o'clock.

Owing to your absence and not knowing where the Institute was to be held, I was unable to begin at 8 o'clock as was required by the program. Twenty-eight teachers were in attendance the first day. This attendance increased to thirty-four, which, I am told, constitute about fifty per cent. of the white teachers of your county.

I found your teachers unfamiliar with the Institute work, due probably to the fact that they had never attended a five days' Institute previous to this. At first only a few of the teachers were prompt to respond when called upon, although they were attentive listeners. After the second day, however, I found no trouble in getting the teachers to talk freely on all subjects brought before them. Their enthusiasm continued to increase, and their interest became more apparent, day after day, until the close of the Institute.

Owing to your absence Wednesday and Thursday the subject, "Registers and School Board" was omitted, and the time devoted to the subject, "Mind Awakening," as presented by Dr. Page in his "Theory and Practice of Teaching." I found that none of the teachers present had ever read this most excellent book. In fact, I found that none of them were familiar with the leading works on education, and that they did not read educational journals. I therefore recommended several books and papers to them and insisted that they procure same.

I am sure the Kemper County White Teachers' Association, which was organized while the Institute was in progress, will do much toward supplying your teachers with such books as they may need. The aim of this association —to build up such a library as will tend to elevate the teachers' profession in your county—if carried into successful operation will bring your teachers into touch with the leading authors who have written on these subjects.

Judging from the interest manifested toward the close of the Institute I am sure a thirst for professional training has been created which nothing but books, journals and normal courses can satisfy.

The grading of the county schools was thoroughly discussed, and I feel sure will lead to practical results.

The necessity for an extension of the public school term was forcibly put and well discussed. A committee of citizens and teachers was appointed to draft and have published suitable petitions, expressing the sentiments of the body on this subject; to present the same to the board of supervisors at their next regular meeting; and to urge that a levy of three mills be made in your county for school purposes, with a view to extending the term to six months. A sub-committee, consisting of all the teachers of the county, was appointed to secure the signatures of the citizens of the county to these petitions.

The importance of the State Peabody Normal was set forth and the teachers were urged to avail themselves of these opportunities for improvement. I dare say your county will have several representatives in some of our State normals next summer. It has been my constant aim, during this Institute, to impress the teachers with the dignity and responsibility of their work, and to stimulate them to make the exertion necessary in order to progress.

Report of colored Institute of Kemper county, W. H. Carter conductor:

To County Superintendent:—As you had not prepared a place, after considerable trouble and worry a building was secured. The accommodations here, however, were exceedingly meager. A few very ordinary benches, a table, a chair and the poorest blackboard I ever saw constituted the furniture of the room. Another preliminary that I was anxious about had been neglected, *i. e.*, the distribution of the syllabus. I did not understand the reason of this, as some one told me that they had been in De Kalb for three or four weeks previous to the week for the Institute. Certain it was that the teachers had not seen a syllabus until they got to the Institute. Notwithstanding these inconveniencies, there were thirty-three colored teachers present, which number, I understand, was about half the colored teachers of the county.

The teachers had very meager ideas as to what an Institute is. Many of them were very intelligent and all manifested the keenest interest in the Institute work from the beginning to the end.

On account of your continued absence, the program in regard to registers, contracts, etc., could not be carried out.

Parents' night was held on Wednesday evening. There was a large attendance, good behavior and a world of interest. Addresses were made by several of the teachers, by Prof. Riley and myself. Much good was done at this meeting, as we corrected many mistakes such as that the third grade teacher is better for the average negro school than the first grade teacher, etc.

On the whole your colored Institute accomplished its purpose in awakening the teachers and arousing their determination to become better teachers.

LAFAYETTE.

Our colored Institute, which has just closed, had thirty-three teachers in attendance. They manifested a good interest in the work. I think great good will grow out of the work.

I quote from Conductor W. J. Taylor's report:

"Library fund raised $28.00, with splendid prospect for more.

"Syllabus well adapted to the work. The sum of the results, I think, quite gratifying. Your colored teachers are above an average in point of ability, and seemed more determined to do better work, than I expected to find."

LAWRENCE.

The Institutes were conducted by Profs. C. Q. Tappan and T. L. Trawick. There were thirty-one white and fifty colored teachers in attendance. Every negro teacher in the county, except three, attended the entire session. There were about twenty white teachers who failed to come. Those who attended represent the best element and most progressive of the profession.

The conducters succeded from the beginning in arousing the teachers. They were very earnest in their work and the teachers soon caught the spirit of progress, and all became enthusiastic in the work. Heretofore teachers have complained because they had to lose a week and pay a week's board while at the Institute, but I heard nothing of this kind this time. They were sorry the time was so short.

There is not a doubt about this Institute being the greatest teachers' meeting ever held in this county. Every teacher expressed himself as being greatly benefitted. I am sure much good has been done. Each teacher goes back to his school determined to turn his back upon the old methods. Even the old fossils have crawled out of their shells and say they have at last received new inspiration. To sum up, I may put my report in a few words and tell you that we have had a great and glorious meeting. Nothing like it has ever been known by our teachers. All are inspired with new zeal and a determination to be better teachers.

In regard to the three mill levy, I wish to report to you that the majority (a large majority) of our largest taxpayers are in favor of a levy this year. I got up a petition with many names on it and could get three-fourths or more of our taxpayers on it, but was informed by our board of supervisors that they would not make the levy this year. I advocated the matter with all the fervor and spirit in me, and secured the services of several good men to help me, but we cannot get the levy. The reason assigned is that our people are already burdened with taxes (15 mills) and that the stringency of money precludes the idea of a school tax. We are paying four mills for the iron bridge at this place. This will be paid off this winter, and when that is off of our hands our board assures me that they will make a levy for the year 1894–5. I assure you that I will not let this matter rest, but that I will keep it constantly before the people. I intend to give my entire time to the cause of education from now on. We will grade all of our best schools during the coming year and make every improvement possible. You will find me ready to carry out, as best I can, every suggestion you may make.

I quote from Mr. Tappan:

"Upon the first interview with your white teachers I discovered a bright and enthusiastic body of teachers. They took up the work at once with an energy that showed their souls were in the cause. And the interest did not abate during the whole session. In my work before them I have tried to give the most practical methods and modern systems applicable to the county."

Mr. Trawick says of the colored Institute:

"Good order reigned supreme throughout the entire Institute, and all seemed to be in accord and with one desire to receive instruction, and were free in discussion on any question proposed to them. I found some of them who had made considerable progress in the methods of teaching and were qualified in my opinion to teach in any school of any grade, and I found the rest ready and apt to learn whatever was taught to them. In this Institute I laid especial stress on the primary branches, (e. g.) reading, spelling and arithmetic, etc., seeing that the needs of the institute pointed in that direction. I think I left the teachers inspired with new zeal and ardor for disseminating education in their respective school districts. I also impressed on them the needs of better school houses, and apparatus and maps and charts and globes for their school-houses, giving them besides a formula for making black-boards at a slight cost, and insist that that these things be attended to."

LEAKE.

We enrolled twenty-three white teachers.

The number of teachers would have been much larger but for the fact so many are actively engaged in teaching.

All of the colored teachers are now engaged in teaching. I urged them to be on hand, but without avail. Last year they were all in attendance under the impression that they would receive better pay—as they all had certificates of attendance—no discrimation could be made, besides, with the fund provided all their salaries were necessarily reduced.

Both conductors worked in the white Institute.

Mr. Abernethy says:

"We are gratified to report that the teachers are familiar with the subjects taught in the public schools.

They manifested great interest in the work, and we feel that the Institute was a success."

We find that the syllabus to be a great guide to us in the work. We are also gratified to learn that the people of Leake county are thinking favorably of extending the term to six or seven months."

LEE.

I herewith submit my report of the work, attendance and expenses of the Institute, held during the week beginning Monday, August 7. The conductors, A. L. Summer and C. V. Thompson, were on hand promptly, and gave full time and attention to the work. The teachers present did good service, taking part in discussing the various questions, and mutually benefitting each other. The attendance was very good, being fifty-one white and twenty-six colored teachers. These teachers were tolerably regular in attendance. I feel sure we have laid the foundation for still more interesting work in the future. I gave my full time to the Institute, and encouraged my teachers all along, and, as a result, the expression was general among them that they were much benefitted. Mr. Summer says of the Institute:

"At the first it seemed as though many were present because they thought they must, but interest in the work so increased from day to day that all sense or feeling of obligation seemed to give way to one of opportunity and privilege. Many assured me that they are prepared to appreciate the profession more highly, and, in the future, to breathe a higher atmosphere."

Mr. Thompson says:

"Great efforts were made to inspire the colored teachers with a desire to prepare themselves for higher attainments in their profession. The subject of their morals was also touched upon, and while discussing civil government and public schools much care was taken to raise their standard of citizenship, and to enable them to better appreciate what the State of Mississippi is doing for their race. An eulogy on the public school system by one of their number makes me feel that my efforts in that direction were not in vain. The program and syllabus was taken as a guide, but in some instances we digressed from the main topics, as outlined therein. The subjects were assigned in order to two teachers, one day in advance—one to open and the other to follow the discussion, after which it became general. I am of the opinion that this plan arouses a greater interest among the teachers, as it gives them something to do themselves. Some actual recitations were conducted to illustrate class management and methods of training in attention."

LINCOLN.

Please find appended reports of Teachers' Institute in Lincoln county, conducted by Professors T. L. Trawick and C. Q. Tappan. Sixty white, and thirty colored teachers, making a total of ninety teachers, were in attendance. The interest manifested by the teachers was intense. They received readily the methods of teaching, and the reasons for the methods, so ably and plainly presented by the conductors. I think they will appropriate them and make use of them in their future work. On the whole, our Institute was a grand success. Our citizens and teachers think that the worthy conductors made it what it was.

Mr. Trawick says:

"We tried to inculcate a high ideal for the school teacher, and impress on the teachers that their's was a calling and a profession, and that they must adorn the doctrine. Also the fact that they must build up an educational sentiment in the community in which they lived, so as to give us a longer term of public school."

Mr. Tappan says:

"I beg leave to herewith present my report of the colored Institute as held by me during the past week. From the very opening of the session there was intense interest manifested. All seemed determined to reap the greatest good possible from the session. I endeavored to present only such systems and methods as I considered especially practical in their country schools, and to inspire them with a true sense of the nobility of their profession, and to stimulate them to greater exertion in their work; to awaken them to the new methods and the necessity of applying them in their work."

LOWNDES.

I am much gratified to report that the teachers' Institutes held in Lowndes county during the past two weeks, were a decided success, both in in interest and usefulness. Profs. Walton and Riley deserve the confidence you placed in them as conductors trained for the work, and acquitted themselves to the satisfaction of the large number of teachers in attendance. The white teachers, despite the summer's fatigue and confusion as to time, agreeably surprised us by their number and interest. The attendance was as follows: white teachers 34, visitors 18; colored teachers 43, visitors 5.

I quote from the report of Mr. Riley, who had charge of the colored Institute:

"I found that you had made all preliminary preparations necessary to make the Institute a success. I was especially gratified to learn that you had assigned to your most progressive teachers special subjects from the program, with instructions that they introduce the discussion on same. I was also gratified to find thirty-three teachers ready and waiting for the exercises to open when the hour for opening arrived. The attendance increased to forty-three before Institute closed.

"Your colored teachers compare favorably in intelligence with those of other counties in which I held Institutes. There were two very noticeable features of this Institute for which your teachers deserve to be complimented: (1) they had made a close study of the program before attending the

Institute, (2) they were very regular and punctual in their attendance. I am sure there are few Institutes in the State that can present a better average attendance for the number enrolled than this.

Of course it was impossible to exhaust the program. I therefore presented the most salient points of the different subjects, and went into detail only when the needs of the teachers demanded it. I found the program very interesting, suggestive, and valuable to me in this work. In addition to the regular program I reproduced briefly Chancellor Payne's lectures on "Teaching," and "The relative values of the different studies."

On the last day especial interest was laid on the necessity of moral and spiritual education, and the teachers were exhorted to live consistent Christian lives. They were reminded of the fact that they should be conservators of the peace; that they should teach their children how to get along with each other and with the white folks."

MADISON.

Madison has just closed the most successful Institute ever conducted in her borders. The attendance was good, the interest manifested was great, and the new ideas advanced by our most efficient conductor, Prof. Wm. H. Ker, brought out lively discussions between him and the teachers. I was present four days and gained many points that will prove to be of much benefit to me in the future.

Petitions were placed in the hands of all present, to be signed by the citizens in their neighborhood asking the board of supervisors to grant an additional levy of two mills, for the purpose of extending the public term two months.

I quote from Mr. Ker's report:

"It is very gratifying to me to be able to report to you that, in my judgment, your teachers take high rank among the teachers of Mississippi as regards intelligence and ability to teach. It has been an unmixed pleasure to be with them and to endeavor to direct their thoughts forward and upward. There were twenty-six teachers enrolled, all but one, country teachers, and their interest in the work never flagged. Their faithfulness in taking notes and their answers to my review questions, showed conclusively that they had not failed to profit by my instruction. The visit of our honored State Superintendent must prove a great stimulus to the teachers, and I am sure it has done them good in many ways."

MARION.

I beg leave to report that the Institute in Marion county was well attended during the entire week. That the white teachers, thirty-eight in number, were very punctual and took great interest in their work; that several teachers were given special work to do and not one of them failed to come up with the subject assigned; that the heads of families who were given special topics to discuss on Parents' night were all present but two, and discharged their duties nicely; that Professor Hardy conducted the Institute manfully.

Accept thanks for sending your best men to the "Cow Counties."

I quote from Mr. Hardy's report:

"Your teachers being mostly young, needed instruction in school organization and school management, rather than in subject matter, consequently I devoted more time to these two subjects and to primary work than that allotted them by the syllabus.

I never talked to a more responsive set of teachers in my life. They not only listened well, but they took a lively interest in the discussions themselves, thus showing that they came to learn in every way possible.

Every teacher present subscribed something to the library fund, and Miss Foxworth, who was representing some school journals, informed me that all except two or three had subscribed for some journal. This speaks volumes for your teachers.

Not only did the teachers take great interest but the citizens manifested equally as much. Some attended as regularly as the teachers, showing they were deeply interested in the subject of education. We had three night meetings and they were all largely attended. The public meeting for the discussion of the extra levy was attended by the board of supervisors and they seemed to be deeply interested in the school questions."

NESHOBA.

The attendance, twenty-three teachers, did not reach more than forty per cent of the teachers of the county. Those that did not attend gave one of two excuses, viz: first, they could not suspend school and sacrifice the time; second, they could not see the importance of the work.

By complying strictly with your own suggestion, I think

I can teach the absentees that the time would not have been wasted.

Although the attendance was small, I think some good seed have been sown. Those that attended left the Institute with new inspirations and higher aspirations, being fully impressed with the responsibilities of their station. The conductor's fee of $40 was the only expense of the Institute. The impressions made at our Institute have contributed greatly to its popularity since it closed. Give us Professor Riley or another conductor as good, and I will almost guarantee you in advance, a full attendance next year.

After advising with the leading citizens of the county, it was thought best to postpone the effort to lengthen the term until next year. The county is in debt some now, but will pay out this year. I have no fear of a failure next year. The term is too short, it must be lengthened.

I quote from Mr. Riley's report:

"A large majority of those in attendance were young and inexperienced teachers, who were unfamiliar with the Institute work. In fact, I recall to mind only one professional teacher who attended this Institute. It was necessary at the very outset to remove from the minds of those present many erroneous ideas about the purposes of a Teachers' Institute, and to impress them with the following facts: 1. That an Institute is not the place for the execution of the weaker members of the profession. 2. That it is not a place for the exhibition of the intellectual attainments of the more advanced and experienced teachers. 3. That it is not a meeting in which the time is to be spent in useless discussion of trivial matters at the expense of the great truths and principles that underlie the subject of education. I am sure the prevalence of such ideas among the teachers accounts for the absence of a majority of the sixty per cent. who were not in attendance.

"Owing to the extreme backwardness of the teachers in expressing their ideas and in answering the questions propounded, I had some trouble in directing my discussions so as to make them of the greatest practical benefit to those present. As they became more familiar with the workings of the Institute this difficulty was removed, and the teachers manifested a great degree of interest.

"Many parents and friends of education were present day after day, and their number increased until they outnumbered the teachers who were in regular attendance.

"A night was devoted to the subject, "Is it practicable and desirable to grade our country schools?" This subject was thoroughly discussed—arguments, pro and con, being advanced by the debaters. The general verdict of those present was rendered in favor of the plan.

"The teachers and many citizens responded liberally to an appeal in behalf of the county teachers' library."

NEWTON.

Eight teachers attended our colored Institute. This is just one-half of the colored teachers of our county. Some of those who were absent had previously imformed me that they intended to attend the normal on the 21st of this month, and could not attend both.

The work of the Institute was well done, and I think Prof. G. W. Turner has faithfully and commendably performed his duties.

NOXUBEE.

The Institutes both convened on Monday morning, but owing to the short notice given of the meeting, a good many of the teachers were not present the first day.

The total attendance was thirty-three whites and fifty-nine corored, or ninety-two of both races, as shown by the books of the secretaries.

Both conductors were most excellent young men, and did good, honest, faithful work, and I think that our teachers were very much benefitted by the instruction that they received.

I quote from Mr. Carter's report:

" As to the second item of the report, the adaptation of the program, I will say that the chief objection to it is that it is too long. Of course all of it cannot be treated in five days with any degree of exhaustiveness. But it is very good in suggestiveness, and I think will enable conductors to reach the teachers on the points which each teacher needs, provided it is considered flexible. The general tone of the program is such that it has been of great value in awakening enthusiasm. It will also serve as an excellent skeleton for teachers' improvement after the Institute is over. The conductor has insisted at all times that the teachers preserve the program, and use it to assist them in their school work.

"As to the interest manifested by the teachers, the conductor is satisfied. There seemed to be a constant attitude of interrogation. They were always on the *qui vive* for a way of doing this in the school room. Those who were teachers were very regular in attendance, took notes, were pretty good in asking questions, and by their sympathetic attention gave the conductor great encouragement. I believe that the interest shown indicates that the teachers have carried away many points that will assist them in school work, an increased knowledge of the subjects, and an aroused ambition to fit themselves for better work.

"The constant aim of the conductor has been to awaken enthusiasm and a deep-set desire for increased knowledge of how to teach; and to increase the sense of responsibility of the teachers to the extent that they will be careful about each step taken with the child, and that they will treat the pupils as trusts given them by the State, and entrusted to their keeping and instruction by the Creator.

"Teachers were repeatedly told of the advantages of the summer normals, their county library, and educational books and publications. The chair of pedagogy of the University was also lectured about. The increase in the length of the school term was insisted upon, the reasons in favor of it being thoroughly explained.

One night was given to the discussion of the grading of the county schools. The matter was thoroughly discussed, and I think the way has been opened for early fruit in this respect.

"Parents' night was not such a success as the conductor wished. All the teachers were present, but not many parents. This was caused by the very limited time which the superintendent had to advertise the meeting."

Conductor Riley says:

"The most striking features which characterized the colored Institute were: The large number of teachers present; their regularity in attendance; their intelligence; the interest they manifested; the excellent order maintained; the number of honest queries propounded; and the eagerness with which they grasped and discussed all suggestions of a practical bearing. In short, they manifested, at all times, a desire to improve, to extend their knowledge of educational methods and principles, to increase their teaching capacity, and to augment their power to do good. As to their intelligence, I found them far above the average of their race. I found no difficulty in preserving order and in directing their discussions in the proper channels. They were at all times very courteous and attentive. The contents of the 'query box' showed that they were fully competent to ask practical questions, and that they were anxious inquirers after the truth. I found no sleepy, disinterested teachers in attendance, but all were constantly on the alert as shown by their discussions. Their ideas of methods, their knowledge of the subject matter embraced in the public school curriculum, showed that they had made a close study of their work.

"I had some difficulty in adhering closely to the program, but found it very suggestive and of great practical benefit. No effort was made to exhaust all the subjects contained therein. The most salient points were emphasized, and such discussion indulged in as would lead the teachers to a more critical study of the program after returning to their respective fields of labor."

PANOLA.

The county Institute for white and colored teachers opened Monday, the 25th, with conductors Deupree and Rivers in charge.

Considering the short notice given me, and the fact that our schools had been in session one week of the summer term, the attendance was very satisfactory; about fifty per cent. of the white, and about eighty per cent. of the colored teachers being present. The work on the part of the conductors was given freely, fully and zealously. The syllabus was found to be ample, containing an abundance of excellent material.

The teachers responded to the efforts of the conductors with decided interest from the first; their zeal increasing day by day as the work progressed. As one of the conductors said: "We found the teachers ever ready and willing to respond to any demand made upon them."

I am safe in pronouncing the Institute a decided success. Much good to the cause of education in the county will come of the week's work. The seed sown by the gentlemen will return much good fruit. The only expression of regret that reached my ears was, that the work could continue no longer.

PIKE.

Both the white and colored Institutes met on the 21st inst.—the former under Prof. C. Q. Tappan, and the latter under Prof. T. L. Trawick,—the former having been held in Magnolia College building, and the latter in the courtroom.

From the first day the attendance of teachers of both races was good, having somewhat exceeded my expectation. The attendance suffered a diminution of some thirty per cent, on account of the schools for the summer term being still in session.

The enthusiasm of the teachers was manifest and sustained from first to last.

On Wednesday night an entertainment in the form of a spelling bee, was improvised, which afforded much amusement to the public, and on Thursday night a discussion on the subject of an especial three-mill tax for extension of school terms was participated in by the county superintendent, Prof. Fuqua and others, and on the subject of duties of parents by Prof. Tappan, Rev. W. F. Yarborough and others.

I quote from the report of Prof. Tappan:

"We enrolled fifty teachers. And now, as this closes my work entirely in the field of Institutes, I can survey the past and, without any hesitation, pronounce this session, to me, the most pleasant and interesting. From the first day the interest has been intense. Every teacher has evinced the strongest desire to seize every means that would facilitate his work in the school room. We have endeavored to present only the most practical expedients and the most modern and accepted methods. It has been the aim, not to dwell so much upon matter, but to inspire the teachers with a love for teaching, and to make them feel the vast responsibility resting upon them as leaders of the youth; to show them means of providing apparatus and schemes for meeting the wants and emergencies of the ordinary schoolroom."

From the report of Prof. T. L. Trawick:

"Total enrollment, thirty-eight colored teachers; visitors who attended daily sessions, sixty. Good order prevailed throughout the Institute, and great interest was manifested by all the teachers. I reviewed them on the whole course of instruction before the close of the Institute, and found that they had learned well the lessons and lectures given. I could see that they have gained inspiration that will not let them rest until they become better teachers. I tried to impress on them the following facts, apart from the twelve studies laid down in the syllabus:

1. To see to it that the patrons of the schools give them better school houses.

2. To make it their personal endeavor to provide their school with apparatus—blackboards and fixtures, some good

books, etc.; and I suggested that they try to raise funds by subscription, concerts, etc., giving them instances of other teachers' success in this line.

3. To create an educational interest among the patrons of their respective schools, and to continue their work along this line, looking forward to the three mills tax.

4. To continue to study in their professions, so as to elevate their own standard, and to make themselves larger than the subjects that they teach.

5. To look to the moral development of the children as the chief thing in the school, emphasizing the fact that if they ever expected their race to be lifted to any considerable plane in the scale of civilization, it must be through the medium of the public school, for this is the mill through which all of the fine products of the future must pass. To make the children read good books; to read good books to them; to stir up interest in their several communities along this line.

6. To lay by enough of their earnings, and attend one of the normal schools next summer, and to spend a month there in good, earnest, hard study."

PONTOTC.

Owing to the fact that several of our teachers were engaged in school work, and the unfavorableness of the weather, the attendance was not so good as last year. Conductors did faithful work, and I think all were benefitted. We enrolled forty-eight white teachers and fifteen colored teachers.

I quote from Mr. Thompson's report;

"The interest increased as the week advanced. The program and syllabus was followed in outline. In its connection frequent lectures were given on "Principles of Education" and "Mind Growth," etc., with actual recitation to illustrate class management, training in attention, the memory, etc. Being progressive teachers, and having attended several Institutes before, it became necessary to digress from the usual line of work followed and to give more special stress to the fundamental principles of teaching, etc. This, I believe, to be the most effective, as well as the most appreciated work of the week."

Mr. Summer says:

"I have followed, for the most part, the program and syllabus, but have gone on other lines in some instances, to keep from the grooves in which my predecessors have already trodden. Marked interest was manifested by many of your teachers and all assure me that they were edified in many ways, by having gained useful knowledge for the school room, by having obtained useful ideas in school management, and by having renewed zeal for the work."

PRENTISS.

The Institute for white teachers met at the court house with W. I. Gibson, conductor, Miss Bettie D. Miller and A. L. Sutherland, secretaries. Sixty-four teachers were present. The work consisted mainly of lectures by conductor. Interest manifested and number in attendance never before equalled in Prentiss county. Institute continued in session five days and attendance was regular. Before adjourning, the last day, the Superintendent urged teachers to organize a University Extension Association, which was done with the unanimous support of the teachers. The plan is to subscribe enough money to secure the services of the best talent for the special benefit of teachers in higher and more advanced work.

I quote below from the Conductor's report:

" Much interest was manifested in the work by all teachers present. The work done was mainly in the form of lectures by myself, on the general principles, objects and divisions of education, with a special lecture on the development of character. I am quite sure that the interest in education and educational progress shown in Prentiss county is equal to that of any county in the State, and quite as sure that very much of that interest is directly due to your efforts."

QUITMAN.

I hereby respectfully report an Institute that was held for this county from the 7th to the 11th of August, inclusive, by Professor J. G. Dupree, for colored people. The work was mostly confined to arithmetic and English grammar, but other studies received some attention. There were eight teachers in attendance. While this appears to be a small attendance, it must be remembered that it included all the teachers of the county except one. I am well pleased with the result. The teachers and instructor were thoroughly enlisted and all worked well and hard from first to last.

I quote from Mr. Dupree's report:

"With your approval it was determined to pursue a policy that would emphasize grammar and arithmetic by assigning to each teacher daily some tasks in Reed & Kellogg's Higher Lessons in English, and in Robinson's Progressive Intellectual Arithmetic. Every day witnessed an increase in numbers and interest till Wednesday, when it was said that every colored teacher now in the county was enrolled. Honest and earnest work from the first has been done. Very little time has been given to theory *per se*, but the underlying principle has usually been deduced from the method that was commended to the consideration of the teachers. Much use was made of object lessons."

RANKIN.

With this I enclose the reports of G. W. Turner and Chas. E. Saunders, Institute conductors for this county. We enrolled thirty-four white and twenty-seven colored teachers. I think the teachers learned many things that will be of service to them in the future discharge of their duties.

I quote from Mr. Saunders' report:

"I tried to impress upon the teachers the importance of improving themselves, and organizing themselves into an association and keeping one up; and to try to build up the teachers' library of the county, and other things of importance as to the methods of instruction and science of education.

"The Institute opened with eighteen teachers and increased every day until the number reached thirty-four. I find some of the teachers in the county are graduates of our State Institutions."

SCOTT.

The colored teachers, thirty-three in number, manifested quite an interest in the Institute work, and showed their appreciation of Conductor Turner.

I am inclined to the belief that there should be a two weeks' Institute, at least, and a penalty for non-attendance fixed by law. Our country school teachers are so much in need of this kind of work that where they will not take advantage of such instruction they should not be allowed to teach.

SHARKEY.

I beg leave to submit this, my report, of the Institute for colored teachers, conducted by Prof. T. C. Walton:

We enrolled twenty-seven teachers. You could not have selected a man who would have done his part more thoroughly. The teachers are awake to their duties.

Prof. Walton reports:

"Through appointment of the State Superintendent, it was my duty to conduct your Institute for colored teachers. That duty was, through your uniform courtesy, a pleasure. We organized on Saturday morning, August 12, and continued our work Monday, closing Thursday, August 17. Your percentage of attendance, eighty-seven per cent., is quite an indication of the successful management of the schools under your administration. The number twenty-seven enrolled, with sheir record of promptness, is shown by the report of the secretary. I am sure a foundation has been constructed upon which your teachers can build their educational edifices."

SIMPSON.

In reporting to you the Institute work which began here on the 31st ult., I cannot do better than forward to you for inspection the identical reports of Conductors Trawick and Tapppan. We enrolled fifty-one white and fifty-nine colored teachers.

Mr. Trawick says:

"We had an enthusiastic meeting of white teachers and I think I can safely say I never met with a more interesting class."

I quote from Mr. Tappan's report:

"The atttendance has been large and the closest interest has been manifested from the first. More than half the negro teachers of the county were present."

SMITH.

We had a "rousing Institute," considering the disadvantages of teachers. Twenty-seven are teaching in the summer schools, therefore, the attendance was not as good as it would have been otherwise. However, we had thirty good, earnest teachers in attendance, who devoted their best efforts to the work of the Institute.

As shown by Conductor Saunders' report, we organized a teachers' association, through the work of which we hope to get our free school term extended. I feel safe in saying the levy will be made in 1894, not earlier.

The establishment of a teachers' library is already a success. A great educational "boom" is upon us, and we are going to get on a higher plane along that line. Our teachers are showing a greater interest than ever before.

I quote from Mr. Saunders' report:

"I tried to stir the teachers upon the subject of the extension of school terms, and I find that they are very much interested in the work, and I believe that they will accomplish some good in that direction. The teachers took action in regard to the matter and said that they would use every effort within their power to get the board of supervisors to levy a tax to extend the term. During the Institute the teachers organized themselves into a county association. The teachers also raised a fund for the purpose of establishing a circulating library, and have established the library in this county. I believe the Institute has been of great benefit to the teachers of this county."

SUNFLOWER.

I submit the following report of the colored Institute of Sunflower county, convening July 31st, 1893, J. W. Fox., conductor. Teachers present, eighteen. The teachers were regular in attendance, and manifested unusual interest daily. I think these Institutes will fully meet a long felt want, and the future will justly reveal the beneficial results accruing therefrom.

TATE.

The teachers in attendance upon white Institute numbered fifty-three, some few coming from other counties. All manifested a wide-awake spirit in the work of the Institute from the outset, the talks of the conductors being at all times instructive and helpful. I think the teaching of arithmetic especially, both mental and practical, was greatly elucidated and simplified, the teachers all taking a lively interest in it. On Monday our State Superintendent was with us, and spoke to the teachers particularly about their part in promoting our great system of education. He vigorously advocated the lengthening of the school term in our county, which is now only four months. His words were full of encouragement and zeal for the advancement of our publi- schools.

The colored teachers' Institute was well attended, the average enrollment being fifty-four. The teachers were wide-awake and anxious to hear what was said. A fund for the establishment of a colored teachers' library was raised, amounting to $40.00. A similar fund among the white teachers, of $18.00, was gotten up. The libraries will be located in the superintendent's office, and will consist of professional books and such works as the teachers may need and appreciate. I feel that we have just closed a big educational revival here in our midst.

I quote from Mr. Deupree's report:

"As a rule, the syllabus has been the guide of the work, which as usual has been found to be all that could be desired. In fact, it contains more than can be utilized in an Institute of one week's duration. The conducto rmust simply select, from the ample material at hand in the syllabus, such as will be most conducive to the interest of the teachers in attendance at any time.

"While other topics have not been ignored, mental arithmetic, mensuration, the metric system, and mathematical geography, have received special consideration. Teachers universally express great satisfaction with the methods and the work of the Institute and confess to having been greatly profited by attendance. This could not be otherwise, when it is remembered how willingly they entered on the work and how earnestly they prosecuted the same during the entire week. To the zeal and co-operation of teachers and county superintendent, in a great measure, is due the success achieved."

TIPPAH.

The number of licensed white teachers enrolled was forty-nine; the average attendance was forty-five. The interest manifested was good, and I think great good was accomplished, and next year no trouble will be had in getting those who were in attendance to return.

As we held no colored Institute in this county this year, I took the liberty to ask Mr. Gibson, of Booneville, to be with us, and I think his lectures were very beneficial.

Mr. Cowley, the conductor, does his work faithfully and well. The syllabus is well gotten up, and adapted to the purpose. I would suggest, however, that "the law imposes no penalty upon teachers for non-attendance upon the Institutes" be stricken out and kept out.

I think that attending these Institutes should be a condition precedent to obtaining license, and that the State board should so declare.

TISHOMINGO.

We had a good attendance, considering the confusion in dates, by which I had only five days in which to notify my teachers of the change in dates. We had thirty teachers in attendance. Twenty out of the thirty were my county teachers. Interest was good at all times, and often quite animated. The discussions on grammar, and the comparative value of teaching grammar and mathematics was peculiarly interesting. I am very well satisfied, and think education in my county has received a new impetus. I begin to-morrow my summer round of the schools, and I will impress those who did not attend the Institute, with the loss they sustained by not being present. These Institutes are a vast improvement on the old plan.

I quote from the report of conductor, W. I. Gibson:

"In lectures by myself and others, the nature and principles of education were discussed. Methods of teaching were considered and set forth as founded in the principles discussed, and suggested by such discussion. I am led to believe that much good was done in the true line of work contemplated by the State Board of Education.

TUNICA.

We had fourteen teachers to attend our county Institute, who manifested a great deal of interest and I hope are benefitted by the instruction they received.

If you can arrange it please have an Institute during the holidays for both white and colored teachers. We must interest our teachers to make them useful in the school room.

I quote from the report of Conductor Rivers:

"I found the teachers especially deficient in grammar and arithmetic and for that reason devoted the greater part of my time to those branches.

"The syllabus is amply sufficient for the needs of the conductor. The work laid out cannot all be done in one week, but by careful selection the different subjects can be suited to the peculiar needs of the teachers in each county.

"If the teachers could be induced to subscribe for some good school journal or some works on teaching they would be more enthusiastic in their work. If by any means you could make your corps of teachers more permanent it would be a great advantage to the schools of the county."

UNION.

Only twenty-one of our white teachers were in attendance, which was about twenty-five per cent of the number of white teachers in the county.

Eighteen colored teachers were at the Institute, which was more than eighty per cent. of their number in the county.

Our conductors did good and faithful work and our teachers in attendance were well entertained and highly benefitted.

A record of attendance was kept, and our teachers who attended the Institute will be remembered when contracting time comes.

Conductor Gibson says:

"The work was mainly given to discussion of objects and ends of teaching, and to a rather thorough view of one or two special subjects of school work. My purpose was to inspire the teachers and to elevate their views of the teaching functions, rather than to discuss methods of work. Discussion of methods was made an incident of the discussion of the above stated matters and always based on what I regarded as the philosophical reason of such method."

Conductor Deupree says:

"I found that the majority of the teachers relied mainly on written spelling to accomplish the aim of making their pupils good spellers, and some of them practiced the word method of reading with beginners. This course was commended and reasons given that will tend to encourage other teachers to fall into line and move along with the column of progress. I have not neglected to stimulate the teachers with a desire for professional reading, and to encourage them to contribute to the county teachers' library fund, and I trust they will duly make their subscriptions to be paid out of their first school warrant this fall. When personally interested in a financial sense in the library, they will be more strongly inclined to make use of the privilege of reading the books it may contain. Also, I have endeavored to encourage the teaching of Mississippi History."

WASHINGTON.

I beg to submit the report of Conductor Patterson of the colored Institute held in the town of Greenville, beginning August 7th. Also to report thereon as follows:

The conductor presented all the subjects of the syllabus in a plain, exhaustive and impressive manner, and succeeded in kindling the flame of enthusiasm in the minds of the teachers. We all felt benefitted. The teachers, forty-two in number, were in attendance and eager to profit by the instruction; and organized into a class purposing to hold a month's annual Institute at their own expense. The expense of the Institute amounted to $40, paid the conductor. The library question was discussed, but postponed till the teachers could secure for each school maps, charts and boards, which they are now working at.

The white Institute, conducted by Mr. Fox, was successful in a marked degree. Attendance twenty. Interest unflagging, participation general. The meeting of patrons evinced a deep solicitude in the cause, and a number of citizens spoke encouragingly and instructively concerning the work.

Conductor Patterson says:

"The teachers of Washington county have not failed to catch the spirit of the educational wave that struck Mississippi. The outlines of the program and syllabus were followed largely. The teachers were drilled on Mental Arithmetic in separate grades. The Second and Third grade teachers who have not studied philosophy were practiced in arithmetic while the other division discussed questions in philosophy. The crying need of the Delta schools, and in fact, all schools in rural districts, is black-boards, charts and maps. Superintendent Archer and his teachers will, I think, provide these items in the near future."

Conductor Fox says:

"Twenty white teachers were in attendance and they manifested much interest during the entire week. They expressed their views freely on all questions and seemed thoroughly aroused in an educational way. The outline given in the syllabus was followed to a great extent and was very beneficial in the way of suggesting important topics."

WAYNE.

In all, there were present thirty teachers, twenty-three white and seven colored. I had reckoned on an attendance of at least thirty-two or thirty-three whites and ten or twelve colored; or in all, about forty-five teachers. In point of numbers, therefore, the Institute was disappointing; in every other respect it was a most gratifying success—so much so indeed, that I unhesitatingly pronounce it a long ways the best we have had. Professor W. J. Taylor had charge as conductor of the white Institute, and so forcibly and intelligently has he performed the task assigned him that the twenty-three teachers to whom he pointed the way have gone back to work deeply impressed with the responsibilities of their calling with a much clearer conception of the work they have to do and how to do it. They have been made to see where to draw the line between teaching and pretending to teach. Teachers have been made to see things differently and to understand much which previously they were unable to grasp.

The colored Institute, under Conductor W. W. Moore was even more enthusiastic than that of the whites. From the beginning teachers all seemed to catch the spirit of the occasion and continued to keep its object well in sight. I spent a part of the daily sessions with each conductor. I have reason to believe that the board of supervisors will order a special levy of three or four mills for extending the term. In that case, the success of the public schools will be assured beyond doubt. Then you may look for Wayne to move towards the front.

WEBSTER.

We had quite an interesting time. A number of our teachers who were teaching thought that that excused them, and made our attendance rather small from whites. We had twenty-nine whites and twenty-one colored.

Mr. Summer says:

"The attendance of white teachers was rather small, because of the misunderstanding as to time, but much enthusiasm was aroused and the teachers say they are better equipped for future work."

Mr. Thompson says:

"I found the colored teachers quite enthusiastic, and from the beginning they manifested great interest in their profession, showing at all times that they really wished to prepare themselves better, regardless of the small salary they draw. We used the program and syllabus topics, discussing them from time to time, and often lecturing them on principles of education and psychology; special attention also being given to their standard of citizenship."

WILKINSON.

We enrolled eight white and thirty-eight colored teachers. The conductors, Barrow and Boydstun, discharged their respective duties faithfully. The Bethel camp meeting near here kept away many of our white teachers, while others, failing to appreciate the benefits accruing from an attendance, continued their schools. The negroes attended much better, and seemed to have a high estimate of the privilege.

As you are aware, our section is somewhat isolated, and needs help in this regard.

I quote from Mr. Boydstun:

"There was much close study and careful thought during the Institute session, this being stimulated by questions and suggestions rather than by lectures. The question which received most attention was the problem of inducing pupils to study. The attendance on parents' night was small, but the people present seemed much interested."

Mr. Barrow says:

"We had additions to our numbers every day while the Institute continued. The interest increased from day to day. The program was followed quite closely, but not strictly. It does not, perhaps, suit the educational wants of the colored teachers quite as fully as it does those of the white teachers. Your teachers will find it useful as a manual and guide in the work of the school room."

WINSTON.

Attendance was good, forty-five white and twentyfive colored. We consider it the grandest educational move that has ever been known in Winston county. I am delighted to see the teachers of my county with such renewed determination and with so much higher ideal of education. We organized a teachers, association, will urge our board of supervisors to levy a three mills tax for the extension of our public school, and all the teachers have agreed to contribute fifty cents each of their first month's salary this winter to the library fund.

I quote from Conductor Abernethy:

"There were twenty-five colored teachers in attendance. They were very well posted, and manifested great interest in the work. We gave them model lessons, and also spent considerable time in school management and methods of teaching.

We lectured them upon the importance of teaching the children to be industrious, truthful, honest and virtuous. We are fully convinced, that they can be influenced to live better, and make better citizens by giving them moral instruction."

YAZOO.

White teachers' Institute, Prof. R. B. Patterson, conductor.

Of the seventy white teachers employed in the public schools of this county, last term, thirteen attended the Lake Summer Normal and thirty (including one who attended the Summer Normal) attended the county Institute, making forty-two, or sixty per cent., of our white teachers who have received instruction in the institutes this summer.

Colored teachers' Institute, Prof. J. W. Fox, conductor.

Ninety-two were employed in the public schools last term. Just how many of these will attend the summer normals, I cannot now say; but quite a number have agreed to go. Sixty-five, or about 66⅔ per cent., were in attendance at the county Institute.

None of the teachers of the Yazoo City school attended the Institute. This I regret exceedingly. The Yazoo City school being the only school in the county where a uniform system of grading is adopted and carried out in all of its varied phases and effects, and the teachers the only teachers in the county who have extensive experience in graded work, their absence was greatly felt and deplored.

The county teachers in attendance manifested commendable zeal and earnestness in the entire work of the Institute, were generally prompt in attendance, orderly and attentive, and applied themselves diligently to the work assigned.

Three of the Yazoo City colored teachers, and one from Greenville were in attendance. All were earnest and zealous in the work, and showed great desire to be benefitted by the Institute. They took an active part in all of the discussions, and it was often necessary to restrain them in their enthusiasm.

The State Superintendent of Public Education visited the Institute, quite unexpectedly, on the first day, and by words of advice and encouragement infused life and energy into the work of the Institutes, and inspired all with the determination to make them the means of substantial and much needed improvement in their professional work.

Prof. L. T. Dickey visited the white Institute Thursday afternoon and stayed until the close Friday afternoon.

CONDUCTORS—Too much cannot be said in praise of Messrs. Patterson and Fox as Institute conductors. They were earnest, efficient and indefatigable in the performance of their duties; terse and concise, yet full in their instructions, leaving nothing in a crude, unfinished and unsatisfactory state.

As a whole, the Institutes were a decided success, and doubtless will result in much and great good to our public schools in the future.

The following amounts were subscribed to the library fund: by white teachers, $5.75; by colored teachers, $16.00; total, $21.75.

I quote from Conductor Patterson's report:

"It is a matter of regret to me that the teachers of the city school were all absent. I am sure these teachers could have accomplished a vast amount of good in presenting their methods to the Institute."

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NARRATIVE REPORTS

—OF—

HIGH SCHOOLS AND COLLEGES.

ABBEVILLE NORMAL SCHOOL.

K. HARMON, PRINCIPAL.

When we made our report two years since, the Abbeville School was enjoying the enthusiastic cooperation of the good people to whose unfailing energy it owes its existence. We are gratified to note that that has not abated in the least but that it has become stronger as the school has grown older.

We have two well arranged two story framed buildings, surrounded by five acres of undulating grounds. The buildings were erected at a cost of $4,500.

The Chapel, Study Hall, Library, Music, Recitation Rooms and Primary Department, have the appropriate furniture, patent desks, chairs, maps and blackboards, there being fifty yards of board. The furniture is estimated at $850.

Our library, which is worth $300, has one Unabridged Dictionary, and Pronouncing Gazetteer of the World, two Encyclopedias Chambers' and Britannica, and three hundred volumes by the best authors on History, Prose and Poetry.

Our enrollment at present is 136,of whom 30 are boarders, some from Texas, Arkansas, Tennessee and Mississippi.

We have facilities for accommodating 100 boarders. Our Young Ladies' Home is a good framed building, situated near the other school property.

We teach the entire public school course, and from that through the B. S. Course.

Seven of our pupils finished the B. S. Course last year.

At present we have 25 pupils in Latin, and the same number in the sciences and in mathematics beyond arithmetic. Eight of them expect to complete the B. S. Course this session.

In our business course we fit one for keeping successfully any set of books.

This is the school's fifth session, and its second chartered year.

ARTESIA SCHOOL.

J. A. COOK, PRINCIPAL.

The artesia school is just becoming a high school. There is but little high-school work being done now, but a large proportion of the scholars are just reaching the age and advancement to make a high school necessary. We have a very good house, very well supplied with furniture. This school runs nine months, four months by subscription. I have been in charge only two months, and as I have so little to report in the work, maybe something about the work would be in order. The Artesia school, twenty years ago, had a three-room house, could seat over 100 scholars, had about that many scholars, was presided over by Prof. J. M. Barrow as Principal, with Mrs. Tate as first assistant and an advanced student as second assistant. The school flourished for several years but began to dwindle by the older scholars quitting school and going to work, until scholars became so scare that there was hardly any public school at all. The children of the former students of this school have now reached the age, number and advancement required to make a high school necessary.

This piece of history impresses this upon my mind, that village and country schools cannot be high schools, because, 1st. Every neighborhood has its periods of abundance of children and its periods of scarcity of children; 2d. The public school term (5 months) will not justify men in accepting positions as teachers. I will say right here that I do not mean to discount ladies as teachers, but my observation has been, and I think it a fact, that ladies in school management are at the mercy of their larger male scholars, consequently I think men should be in charge of high schools. Therefore, it seems to me, that if village and country children are to have the benefit of high schools the county should be divided into high school districts, a high school being located centrally as to population; a man placed in charge; the school run nine months and only those scholars attend who have passed a satisfactory examination on the public school branches.

This would have many advantages. It would give to the man the work, which men prefer; it would draw off the scholars who give the lady teachers trouble, and give to the ladies the work they prefer; it would tide over the scarcity of children in one or two neighborhoods; and above all, it would give to the children a stimulus, which, in a child's obtaining an education, ranks next to capacity.

BLACKBOURN COLLEGE.

F. SNIDER, PRINCIPAL.

The college was founded and chartered in 1886, receiving its name from its liberal patron, Col. A. L. Blackbourn, now deceased, of Senatobia. His interest in the school prompted him to leave a bequest valued at $25,000.

The departments at present are: Primary, Intermediate, Collegiate, Music, Elocution, and Art, with an efficient teacher at the head of each.

The building, a neat brick structure, valued at $2,500, with furniture worth $400, will probably be enlarged and the teaching force increased the coming year.

Thorough work is done in all the common school branches and in the collegiate department, courses are given in Bookkeeping, Algebra, Geometry, Trigonometry, Latin to Virgil, Mental and Moral Science, and Botany.

Those in Mathematics beyond Arithmetic number 25; in the Sciences 35; in Latin 20.

The largest enrollment is 110, of whom seven completed the course last year.

The Library is yet in embryo, containing only 125 volumes. The endowment will enable the Directors to add yearly to the Library, and increase the effectiveness of the school in many ways.

BLUE MOUNTAIN FEMALE COLLEGE.

REV. W. T. LOWREY, PRESIDENT; LOWREY & BERRY, PROP'S.

Founded in 1873 by Gen. M. P. Lowrey. Value of grounds and buildings for school and boarding purposes about $30,000. Value of school furniture, apparatus and musical instruments, about $5,000. Value of Library about $1,200. Enrollment during the annual session of 1892-3, 281 students. Number of students now in Latin 37; in the natural sciences 110; in mathematics above arithmetic 63.

The course of study beyond the studies required for a first grade license in the public schools of the State, is as follows:

English—Rhetoric, history of English literature, Anglo-Saxon, studies in American and English poetry and prose.

Mathematics—Wentworth's elementary algebra, Wentworth's complete algebra, Wells' geometry, Wells' trigonometry.

Natural Sciences—Geology, botany, astronomy, chemistry, physical geography.

Moral Sciences—Psychology and ethics.

History—Myers' mediæval and modern history, Myers' ancient history.

In foreign languages full instruction is given in Latin, French, German and Greek. Extensive courses are also given in music, art and elocution.

The school has patronage regularly from about half the counties in Mississippi, and generally has students from as many as half a dozen other States.

The officers and teachers number fifteen, five men and ten women.

The school is gradually growing and improvements are being made from year to year on buildings, furniture, apparatus and library.

BLUE SPRINGS NORMAL COLLEGE.

LEWELLEN, CORNELIUS AND FRAZIER.

This Institution is located in the southeast portion of Union county, in the town of Blue Springs, on the K. C. M. & B. Railroad.

It was established in 1888 as a public school, and was chartered as a Normal College in May 1892. The cost of the building is $1,200.

The furniture consists of seats, desks, chairs, tables, piano and typewriters, also two small offices devoted to the study and practice of telegraphy, worth $650.

The Library is worth about $500. Contains good reference books on almost every branch of study. Classes are referred to it daily for facts not found in the text-books. It contains Encyclopedia Britannica, Webster's International dictionary, standard works on History and Biography, science, and literature, religious and educational works, etc.

Enrollment for the session of 1891-92, 160 pupils; for 1892-93, 212 pupils.

The Teacher's Class was organized in 1891-92, the purpose of which is to qualify teachers to teach in the public schools of Mississippi.

In connection with the High School, a public school is taught. Beyond the public school curriculum there are sustained classes in the following courses, viz: Scientific and classic, embracing natural science, Latin and Greek, metaphysics, higher mathemetics, general history, English and American literature; kook-keeping, embracing single and double entry book-keeping; music, shorthand and type-writing.

Number of pupils in Latin class in 1891-92, 4; number of pupils in Latin class in 1892-93, 20; number of pupils in class in natural science in 1891-92, 15; number of pupils in class in natural science in 1892-93, 30; number in mathematics beyond arithmetics in 1891-92, 6; number in mathematics beyond arithmetic in 1892-93, 24. A young men's Debating Club meets every Monday evening. A young ladies' Literary Society meets every Thursday evening.

BOGUE-CHITTO ACADEMY.

R. A. NICHOLSON, PRINCIPAL.

Bogue Chitto Academy is situated at Bogue Chitto, Miss., on the I. C. R. R., 119 miles from New Orleans, and 65 miles south of Jackson, Miss. It is a Preparatory, Classical, Scientific, Literary and Commercial Academy.

The school is a regularly chartered institution and is empowered to confer degrees and grant diplomas. It is controlled by a local board of trustees who have sole management of the school incident to employing teachers, and conducting business, etc. The academy is a new and neat building. In its planning, appearance and economy as well as utility were equally considered. New patent desks, seats, movable charts, maps, numeral frames, dumb-bells, globes, alphabet cards, wall black-boards, movable partitions, and all modern improvements and appliances usually found in first class schools, will be employed in the Bogue Chitto Academy. The class-rooms of the building are so divided by movable partitions that the students of the different departments may be under the general supervision of the principal.

The Academy was chartered under the laws of the state on June 6th, 1892, and the buildings were erected at a cost of about $2000. The term of 1892-93 was a most successful one, going far beyond the most sanguine expectations of the founders and originators, having enrolled a grand total of 133 students for the term, and the present term of 1893-94 promises to be even a more successful one than the one just closed.

The greatest care has been exercised in the selection of the Faculty for the coming term. The Principal, Prof. R. A.

Nicholson, is a graduate of Cooper Normal College, and has also taken advantage of the splendid opportunity afforded by the thorough instruction of the Peabody Normal, at Lake, Miss., after having had six years actual experience in the instruction of the youth of the State.

Every care and attention will be exercised over those placed under our care—their *moral* and *physical* as well as *intellectual* improvement will at all times be made our special aim and end. We make a specialty of teaching "primaries," and also preparing girls and boys for the advanced college grade. A Normal Course, embodying all the sciences and English will be taught to suit the individual case. Our Commercial course will be made as thorough and exhaustive as that of any commercial school.

BRANDON FEMALE COLLEGE.

MISS F. A. JOHNSON, PRINCIPAL.

Miss F. A. Johnson, teacher of Latin, physiology and mental philosophy; Miss Bessie West, teacher of mathematics and English; Miss Nellie Shelton, primary department; Miss Sallie G. Lamb, vocal and instrumental music.

Brandon Female College was founded in 1849. The building is of brick, surrounded by extensive grounds. The rooms are furnished with desks and blackboards, cyclopedias and books of reference. There are maps, globes, historical and physiological charts, and some scientific apparatus belonging to the college.

Yearly enrollment during past two years about ninety.

The public school branches have been thoroughly taught, and very good work done in algebra, rhetoric, geometry, botany, ancient history, psychology and literature.

Map-drawing and composition writing have received much attention.

The music department has been well patronized, and several classes in Latin have been formed.

The school is free during seven months for pupils studying public school branches.

The attendance is good during the entire session, which lasts about nine months.

There is no boarding department connected with the college, and it has but little patronage from a distance.

BRAXTON HIGH SCHOOL.

E. J. GILMER, PRINCIPAL.

This school was established as a graded high school in the summer of 1892. A $2,000 school house was erected. It was furnished with a library containing 1,000 volumes, a piano and other school property, in all, amounting to nearly $1,000.

Arrangements had just been made to furnish the building with patent desks, when it, together with all the school property, was destroyed by fire. This led to a greater manifestation of interest in the cause of education, on the part of the people, than had hitherto been shown.

As a proof of this interest they immediately went to work and built a larger and finer school house than the one just burned. This is now furnished with patent desks, maps, charts and other necessary school apparatus. Another Library of several hundred books has been collected.

This school embraces nine grades. It prepares students to enter the Sophomore class at the State University.

The advanced grades of this school comprise three distinct courses, namely: Classical, business and teacher's.

One hundred and seventy-six pupils were enrolled during the first session, thirty of whom were boarders. The enrollment for the current session will doubtless exceed two hundred.

BROOKSVILLE HIGH SCHOOL.

J. O. GLENN, PRINCIPAL.

Brooksville High School was established in 1881, chartered January 1885. It has two frame buildings valued at $1,000. In the boarding house and private families that take boarders, there is capacity for fifty. Furniture in school rooms, including patent desks, maps, etc., valued at $150.

It is non-sectarian, managed by permanent trustees, and taught during free term as a public school; session being nine months. Course of study in high school department is as follows:

Eighth Grade.—Spelling and writing; mathematics, Robinson's university algebra; English, Quackenbos' composition and rhetoric, Smith's English literature; natural philosophy, Steele's 14 weeks, Young's government class book, and Constitution of Mississippi, Mitchell's ancient geography and atlas; Latin, Allen & Greenough's grammar, Virgil, Cicero, Greek, Goodwin's grammar, Xenophon's anabasis, Herodotus.

Ninth Grade.—English, Abbot's how to write clearly; Sweet's Anglo Saxon primer; English literature, sciences, chemistry, geology, astronomy, (Steele's 14 weeks.) philosophy, Haven's mental, Hickok's moral, logic, Hill's ele ments; Latin, grammar and prose, Horace, Livy. Greek, grammar and prose, Homer, Demosthenes de Corona.

G. P. Diploma granted when course completed. Students may take elective course.

CENTRAL MISSISSIPPI INSTITUTE.

J. A. SANDERSON, PRINCIPAL.

The Central Mississippi Institute located at French Camp, Miss., was established in 1886, by the Presbytery of Central, Miss., with the design of furnishing the best educational facilities for their daughters at a minimum cost.

While under denominational control, it is not sectarian, the Bible, which is made a text-book, being taught in its larger sense without consideration of Creeds.

It is a chartered institution, awarding diplomas in two degrees.

The course of instruction is selected with a view to broad culture, and includes the usual English branches, history, Latin, mathematics, through trigonometry, physical, mental and moral sciences, reading and analysis of classic English authors. Greek, German, French, music, art, elocution, book-keeping, stenography and typewriting, are taught optionally.

Recognizing the fact that the primary object of true education is the development and training of the powers of the mind for independent and aggressive work, the management has always taken a decided stand against certain methods and tendencies; which, pandering to popular pressure, are disposed to throw overboard everything except the intensely practical, in order to lighten the draught and save time.

We think that light running craft may be useful near shore, but would soon flounder on the broad ocean.

We have a short selected course for those who demand it, but can only guarantee best results by a mastery of the curriculum.

The library, including that of the Principal, contains about 1000 volumes, among which are three sets of encyclopedias.

The Literary Society, for debates, essays, etc., is interesting and instructive. The buildings are:

First.—The Dormitory. a two story house, 160 feet front, with three wings, extending back 65 feet, containing 22 rooms, besides dining hall and culinary and laundry departments.

Second.—The College, a two story building 40x82 feet, the lower floor being a handsome audience hall. The upper floor contains school apartments. All are thoroughly lighted and scientifically heated and ventilated.

The site of the buildings is a gentle eminence in a grove of native oaks. The appearance presented is handsome and cosy.

As an evidence of healthfullness, we have not needed a physician for a boarding pupil for more than five years.

The school is supplied with many helps to study, as geological cabinet, charts, globes, maps, geometrical blocks, etc. The gymnasium has dumb-bells, wands, rings, etc. Dio Lewis system of calisthenics is taught.

The number studying Latin, is 28; higher arithmetic, 30; algebra, 20; geometry, 16; sciences, 35; history, 38; belles-lettres, 35; music, 30.

CHALYBEATE SPRINGS INSTITUTE.

H. P. WALKER, PRINCIPAL.

Chalybeate Springs Institute is a high school for both sexes established in 1889 in the northeast portion of Tippah county, Mississippi. The school was permanently organized, H. P. Walker, Principal, in 1890 by establishing a well graded course of work, the highest grade of which is made equivalent to a scientific college course.

The approximate cost of building was $1,000, with about $200 invested in furnishing, including chemical and physical apparatus, maps, charts. etc.

The public school department of 1890 made an enrollment of about 100 pupils. About twenty-five per cent. of this number pursued, thoroughly, a study of the entire public school curriculum, while about fifteen per cent. studied Latin and algebra.

Session 1891-2 made an enrollment of 190 pupils, forty per cent. took public school course, and about ten per cent. in Latin, fifteen per cent. algebra, with three pupils in a higher course of mathematics.

Number for both years in Latin 15; in mathematics above arithmetic, 40; in sciences 45: number prepared for college last year 3.

The location of Chalybeate Springs Institute is a very desirable one, being situated on a well drained and elevated portion of Tippah county, and is noted for the excellent springs of mineral water found within 200 yards of the school building. The springs contain valuable medicinal properties, the most abundant being iron and magnesia.

It is the purpose of those interested in the school to keep abreast with the educational movement of the State by teaching the latest and most approved methods and thus economize both time and means, and do all possible to promote the educational interests of our State.

CHERRY HILL HIGH SCHOOL.

J. J. HUGGINS, PRINCIPAL.

This institution is located in the little town of Ellzey, in the eastern part of Calhoun county. It was established in the year 1888 by enterprising citizens, and has been maintained since that time as a high grade preparatory school. The main academic building has two large rooms on different floors, each well supplied with stoves and good desks. This building cost about $1,200.

The situation is one of unsurpassed beauty. In front of the main building the grove of hickory and oak which surrounds the whole is especially attractive.

The public term is supplemented by local patronage so as to enable the school to maintain a term of from eight to ten months per annum. The influence it has exerted upon the community will be readily observed by the visitor to any of the homes near; but there has generally been more than a local patronage.

During the past two years the school has received a patronage of from fifty to a hundred pupils per term. The work done is principally in the branches prescribed for the public schools of the State, though there have been a few pupils each year in algebra and Latin, and during the past year, three pupils were prepared to enter the Freshman class of college.

The greatest need of this school is a good library, that the students may freely use and thus prepare work assigned them outside the narrow limits of one text book. This is the next enterprise that must engage the attention of its managers. The school has the confidence of the people who sustain it, and there is hope that with earnest effort, it may do much good in the years yet to come.

CATHEDRAL COMMERCIAL SCHOOL.

BROTHER GABRIEL, PRESIDENT.

Cost of buildings, $40,000; value of furniture, $2,000; number of volumes in library, 1,500.

The curriculum of studies embraces all the branches pursued in the public schools and, besides the following: Phonography, chemistry, higher mathematics, university algebra, geometry, trigonometry, surveying and mensuration, and Latin and French.

Six of the pupils have received certificates preparatory to entering college.

No catalogue has been printed as yet.

The school was creditably represented at the World's Fair, sending 39 albums book-keeping; 7 albums geometry; 1 album algebra; 5 albums arithmetic; 34 albums home exercises; 23 albums compositions; 7 albums trigonometry; 20 albums examination papers; 62 albums penmanship, specimens of free-hand drawing; 1 pastel drawing, ornamental writing, photographs, etc., etc.

The average number of pupils is 100. Number of professors 4.

CHESTER NORMAL HIGH SCHOOL.

C. E. CASTLE, PRINCIPAL.

The Chester Normal High School, a young and flourishing institution in its third regular session, is situated at the county site of Choctaw county, and is sustained almost entirely by local patronage. In addition to the old building of two rooms, a splendid house of one spacious room has been erected and furnished with the very best seats made. The entire valuation of property, perhaps, is a little less than $2000. The attendance, now about fifty, will reach a hundred or more when free term is fairly begun.

Classes in the following higher branches are now maintained: rhetoric, English literature, Tennyson, Latin (one beginning, one advanced), algebra (one beginning, one advanced), and geometry. While these branches are prosecuted with vigor and success, by far the greater proportion of our work is included in the public school curriculum; where the study of physiology, U. S. history, Mississippi history and civil government is conducted by outline-topics and special reports by individual members of classes, and is giving most satisfactory results indeed.

In the primary department the work in certain places is kindergarten in its nature, and it is our purpose here to bring, at once, the pleasureable and profitable nature of work into a phase that is attractive and acceptable to the dullest as well as the aptest child. Observation and efforts in this direction demand us to urge the plan of more modeling, painting, map-drawing and busy work of all kinds for primary grades than has hitherto been employed in our schools.

This is my first year here, and though Chester reminds one somewhat of Goldsmith's "Deserted Village," there are advantages and material here to build up a school of some considerable note. Let it be the aim of every teacher to bring the best results to the very doors of his patrons, and what is spent on one apt son or daughter, may and will be disbursed upon all, with a thousand-fold better result to their family, State and church.

COLDWATER HIGH SCHOOL.

C. C. HOWARD, PRINCIPAL.

This school has been in successful operation for several years, but has within the last two years advanced the curriculum so as to include all the higher branches of study.

The building which has been recently constructed, cost about $6,000; value of fixtures and furniture, $1,000. The annual enrollment has been about 125 students.

All the common school branches are taught in connection with the higher branches. Latin, Greek, the sciences and English, are being taught in this institution. We have about twenty-five who are studying Latin, only a few in Greek, thirty-five in sciences, three in modern languages, thirty in algebra and geometry. Quite a number are pursuing a teacher's course.

The commercial course consists of book-keeping, common law, commercial arithmetic, business practice and short-hand. There are twelve students in this department.

The music department has (12) twelve students. Instrumental and vocal music all being taught.

The art department has (15) fifteen pupils.

There is also an elocution department for special culture in elocutionary training.

There are (5) five teachers in this school.

The last annual session was begun September 4th, 1893, to continue (10) ten months.

COLUMBIA HIGH SCHOOL.

L. H. ROSS, PRINCIPAL.

Columbia High School was chartered in 1880. It has continually grown in usefulness and attendance since then. That the people of Marion county are receiving a great benefit from having such a school in their midst is evident to all. Ninety per cent. of the schools of the county are taught by teachers who received their education at this school. The school buildings, costing over $5,000, were built by private subscription, and are the best equipped buildings of any interior school in South Mississippi. The people in its vicinity are in earnest about school matters, and are willing to give not only their money but also their time for providing a place suitable for the education of their children. The school is furnished with charts, maps, patent desks, and has a library with about 400 well selected volumes and a large number of the leading magazines. The current newspapers and magazines are always on file in the reading room.

The faculty consists of four teachers in the literary department and one each in the art and music departments. Over 175 students were on the roll last year—eight of whom received diplomas of graduation. Of the thirty-seven pupils from this school who tried the public school examination, none failed to pass. This fact alone, shows how thoroughly the public school branches are taught. There are two algebra, two Latin and a Greek class, each numbering from five to twenty-five.

A Young Men's Christian Association and a literary society, holding weekly meetings, are by no means the least factors of benefit to the young men who are seeking an education at Columbia High School.

COMO HIGH SCHOOL.

JAMES M. SKINNER, PRINCIPAL.

The school is taught in the lower story of the Masonic building, and has been for several years. However, there is a movement on foot for building a house next spring or summer. Knowing the energetic character of our people, I doubt not that a commodious building will be ready for use next year.

The enrollment has been about 40, but will be several more the present year. There is good interest manifested on the part of both patrons and pupils.

The work done in the public school branches, has fallen below the legal requirements in that Physiology and Civil Government have not been introduced; but, in all probability, these will be taken up this year.

Eleven are now studying Latin, 6 in mathematics beyond arithmetic, and 4 in the sciences. We have large and enthusiastic classes in History of Mississippi, and mental arithmetic, and expect to organize a class in Greek at the earliest convenience.

The school is well graded, and all departments of work are carried on systematically.

But one was prepared for college last year, but several are now working very faithfully preparing themselves. Many of our people are college-bred, and a desire for such an education is very generally felt among the young people.

CONEHATTA INSTITUTE.

G. C. BALLARD, PRINCIPAL.

Conehatta Institute is located at Conehatta. Newton county, Miss., nine miles north of Lake Station on the A. & V. Railway.

It was founded 1877, chartered 1886. Value of buildings, $1,200. Value of furniture, $150. Average yearly enrollment, 125. Number of Alumni, (living) 11.

Though most of the work done, has been in the common school branches, yet during the past two years there have been twelve pupils who pursued the study of Latin, thirty-three (33,) the study of the sciences, and twenty who have taken work in mathematics beyond arithmetic. Two of the students of last year are now in College, and several are teaching in the public schools. A department of art ahd elocution has been added, thus making three departments, besides the literary.

During the year of '91-'92 the school was under the management of Messrs. Scott and McBryde. Prof Scott died during the session and was succeeded by Prof. Hamilton.

During the year of '92-'93, it was under the management of Messrs. Oden and McBryde. They having resigned at the end of the session, the present incumbent was elected.

DIXON HIGH SCHOOL.

G. W. HUDDLESTON, PRINCIPAL.

This school is now in its fourth session since its establishment as a high school. For the past two years it has widened its territory of patronage, and a number of good citizens from other sections of Neshoba and other counties have moved into the vicinity to avail themselves of the advantages the school offers.

The school is graded, and the course of study comprehends the public school branches, and such other branches as fit students for the Sophomore year of the University, or the Junior year of most colleges.

The house is a 60x40, two-story, framed building, costing $600. The library at present consists of only seventy volumes, but additions are being made every year. Plans are now on foot to furnish the house with comfortable modern desks. A neat principal's cottage was erected this year.

The enrollment this year is eighty-five—thirty-four (34) in the high school department, and fifty-one (51) in the primary and intermediate grades. This is a little above the number in attendance last year. The number of students in science is seventeen (17.) The number studying mathematics beyond arithmetic is seven (7). This year there has been no call for classes in Latin, French or Greek. There are two literary societies connected with the school. The annual session is ten months. All examinations in the higher branches are written.

EAST MISSISSIPPI FEMALE COLLEGE,

REV. T. B. HOLLOMAN, PRINCIPAL.

This institution located in Meridian, Miss., has been in existence more than twenty years. The buildings are of brick, and cost $30,000. The furniture of the buildings in dormitory and class room is w rth $2,000, and complete.

The number of volumes in library 2,000.

Annual enrollment of 125—140. Full course of public school instruction up to Junior year; last two years given to higher branches.

Present number of Latin students, 25; mathematics beyond arithmetic, 36; students in higher branches of science, 44; prepared for college classes, 1892; 40.

We are prepared to give full course in common school, college and Normal instruction.. The last quarter of each session is given to the latter, with Junior and Senior classes.

We have a faculty of six teaching literature, art and music.

EBENEZER HIGH SCHOOL.

MISS FANNIE ARNOLD, PRINCIPAL.

I took charge of this work September 11th, 1893. While the school has not a long history, yet its rapid development makes it interesting.

The school house has been transformed from a rough frame building, innocent of paint, furnished with home-made seats, to a neat white structure with green blinds, ingrained doors and front porch. The furniture consists of the most approved modern desks, recitation seats, teacher's desk, blackboards, maps, etc. Our library is yet in embryo, consisting of only a few volumes, but a plan is being projected by which we hope to add a cyclopaedia, unabridged dictionary and some standard reading. The enrollment has increased from 33 to 57 pupils. The pupils are divided into grades, including a number of special pupils. The adopted books for Holmes county are used. Aside from the subjects required by the public school law we have interesting classes in botany, algebra, geometry, rhetoric, literature, beginning Latin, Cæsar and Virgil.

Two or three mornings in each week the opening exercises include descriptions of historic persons, buildings, places or events, news items, test questions, recitations, etc. A history and geography circle, modeled after one described in School Journal, has been organized and has done much to awaken interest in these branches. We also have a live reading circle.

This community is intelligent and refined and knows how to appreciate a good school. All are pulling together to make the school a success.

The trustees are wise, generous men and have been strong instruments in developing the school.

A few mornings ago the pupils had the pleasure of listening to a lecture on Higher Education, so perhaps the next report will give the number preparing for college.

FAIRVIEW MALE AND FEMALE COLLEGE.

L. L. VANN, PRESIDENT.

Our buildings are all new and cover an area of over six thousand square feet, and are the largest buildings in Kemper county. The buildings and other improvements are valned at $5,000.

The institute is in possession of a good chemical and philosophical apparatus, containing everything necessary for practical and demonstrative work.

The college and each of the two Literary societies have a library, which, together with the President's private library contains about 400 volumes, at an average valuation of $1.50 each.

The enrollment last year was 90. The year before 120, and we will go much over 100 this year.

We pay special attention to the public school branches, feeling that nothing is of more importance in securing an education than correct habits and methods of study. To secure this, the utmost care must be taken during the public school course.

We do a good work in branches above public school curriculum. This year we have 8 in Latin, 12 in the sciences, and 20 in mathematics beyond arithmetic.

From this institution, there went out in '91, 4 graduates, in '92, 2 graduates: three males with degree of B. P., and three females with M. E. These stand well in county examinations, and hold the best schools in the country.

We are prepared to give thorough instruction in the theory and practice of teaching, together with the latest and most improved methods. Book-keeping is also thoroughly taught.

We try to teach those placed under our charge to be orderly, systematic, gentle, manly, ladylike. We try to educate the hearts as well as the minds of our pupils.

FAYETTE MALE HIGH SCHOOL.

R. P. LINFIELD, PRINCIPAL.

This thriving division of the high school system is situated in the town of Fayette, site of Jefferson county, on the N., J. & C. Railroad. Established by an association of stockholders in 1888, its valuation and influence have gradually increased until it has attained the highest grade of scholarship of the public schools in the county.

The buildings and appurtenances have been increased to about $1,500, with a board of trustees whose best efforts are for all modern improvements that might prove practicable. The curriculum extends from the primary branches to an equal with the Sophomore class in the collegiate course, and among its graduates are boys at Centenary College, the S. W. Pres. University, and the University of Mississippi. Among those who have been in charge of the school are Prof. McElwayne, from the University of Virginia; Prof. H. M. Quin, from the University of Mississippi; Prof. H. P. Hughes, from the A. & M. at Starkville, and the present principal is R. P. Linfield, who has attended Centenary College, the University of Mississippi and Vanderbilt University. The school, as its name implies, is open only to males, and is a brother institution to the Fayette Female Academy.

FRENCH CAMP ACADEMY.

JACKSON REEVES, PRINCIPAL.

The French Camp Academy is under the care of the Presbytery of Central Mississippi, Southern Presbyterian Church.

It is planned with special reference to the preparation of young men for a classical college course, although, in its methods of instruction it is well fitted to prepare any student for practical life.

The school building cost about $2,400, The principal's residence and the dormitories cost $1,500. The school building is well furnished with desks and blackboards. We have as yet no library.

The enrollment of pupils for the year 1892-93, was about fifty-five, that for the year previous was sixty-four.

Special effort is made to give thorough instruction in the branches of study taught in the public schools, although the Academy has never had any connection with the public school system.

In Latin, the curriculum calls for advancement sufficient to introduce a pupil into regular college classes. This is true also of Greek and mathematics.

No attention has been given to the sciences, except to such as are taught in the public schools. Last year there were 22 pupils in Latin, 10 in Greek, and about 24 in algebra and geometry.

Year before last, 11 students were graduated as prepared for a college course. Last year only 2 were graduated.

The financial stress of the past school year has greatly diminished the patronage of the school.

Students from the Academy have uniformly taken high positions in college classes, and have been remarkable for their studiousness and integrity.

The Bible course has always received special attention in the curriculum of the school.

GEEVILLE HIGH SCHOOL.

A. N. CLAYTON, PRINCIPAL.

This school is located at Geeville, Prentiss county, six miles from Baldwyn and twelve miles from Booneville, the county site. The school buildings consist of two large rooms, well supplied with comfortable desks, stoves, etc., and are well lighted and ventilated. There is also a music room furnished with the necessary appliances.

The value of the school buildings, including furniture, etc., is estimated at from $1,250 to $1,500. The average yearly enrollment is about 140 pupils. All the studies embraced in the public school curriculum are maintained, and in addition the institution is prepared to give instruction in Latin, Greek, general history, the sciences and higher mathematics. The work done in all departments is thorough—several students having stood the county examinations and are now actively engaged in the work of teaching. The number of students in algebra is six (6); in the sciences, twenty (20); in Latin, five (5). At the close of the present session there will be about ten pupils prepared to enter college.

This is the third year of the school, and the educational interest seems to be increasing. More students have been enrolled up to date this season than in the corresponding time of either of the previous sessions. The school is situated in a rich section of country, and the people are wide-awake in regard to their educational interests.

GRENADA COLLEGIATE INSTITUTE.

REV. T. J. NEWELL, PRESIDENT.

This institution is located at Grenada, Mississippi. Is devoted to the education of girls and young ladies, and is the property of the Methodist Episcopal Church South. The property is valued at $30,000. The building is a four-story brick, constructed after the most approved plans. The campus is a beautiful plot of four acres.

The Institute is composed of nine schools, or sub-departments, each conducted by a professor with such assistants as the department may demand.

First is the preparatory school in which are taught orthography, orthoepy, reading, English grammar, geography, U. S. history, familiar science, penmanship and practical and mental arithmetic.

Second is the school of mathematics in which are taught arithmetic, algebra, plane, solid and spherical geometry, plane and spherical trigonometry and book-keeping. This course is deemed sufficiently ample to secure that mental training which this branch is designed to afford, and fully adequate to the demands of education for young ladies, while it does not tax the pupil unduly in time or effort

The third is the school of English language and literature in which are taught grammar and its history, word analysis, composition, rhetoric, philology, English literature and its history and criticism. Here the pupils are drilled in the science of language, the construction of sentences and production of original essays.

The fourth is the school of natural sciences in which are taught natural philosophy, physiology, botany, chemistry, geology and astronomy. The mode of instruction is by the systematic use of a good text-book supplemented by frequent lectures and experimental illustrations.

The fifth is the school of moral sciences in which are taught logic, political economy, moral philosophy, mental philosophy and evidences of Christianity. This school furnishes especial advantages for imparting those lessons which tend to develop the heart as well as the mind, and to cultivate in every pupil those graces of Christian character that are the priceless ornaments of every true life.

The sixth is the school of history in which are taught the history of Mississippi, of the United States, of England, of France and of the world. Here an effort is made to accomplish what is so much to be desired in this day of enlightened progress and grave issues, that women shall bring to the questions of the living present the quickened interest and the intelligent appreciation which is derived from a wise apprehension of the problems of the past.

The seventh is the school of languages in which are taught a three years' course in French and German, and a four years' course in Latin.

The eighth is the school of music and elocution in which are taught music on piano, organ, guitar and violin; the cultivation and development of the voice; the theory of music and the science and art of elocution.

The ninth is the school of art in which are taught drawing, painting in oil, water-colors and china, crayon, wood-carving, taxidermy and modeling in clay.

The Rev. Thos. J. Newell has been president of the Institute twelve years. The average attendance is 122 pupils.

HANDSBORO NORMAL INSTITUTE.

J. C. LEGER, PRINCIPAL.

This school is located in Handsboro, Harrison county, a thriving town of 1,200 people. It is situated on Bayou Bernard, one mile from Mississippi City, the railway station. For a school, the location is desirable, because there are no saloons and the town is noted for its health, quietness and morality.

The building is a single story, brick structure of five rooms —is covered with slate and valued at $4.000. It's sanitary arrangements are of the best. The windows have double, moveable sash, with shutters, and are arranged so as to admit light in the proper manner. Open fire-place and stoves supply the needed heat. The school is well furnished; desks are double, and were made from designs furnished by the principal.

The blackboards were made on the walls. Globes, charts, models, manikins, maps, physical and chemical apparatus, together with a well chosen library of several hundred volumes, complete the equipment of this school.

The institute has an enrollment of eighty, and is fast increasing its register.

The institute has four departments; also four special courses.

The primary and preparatory department embraces the studies of the curriculum of the public schools.

The literary includes the primary and preparatory, and a full course in higher mathematics, botany, zoology, chemistry and literature.

The normal training class, fits its members to become teachers, and is a full course in pedagogy.

The commercial course is for business training.

The special courses are art, music, language, and a course for those wishing to pass civil service examinations.

During four months of the term the school is taught as a public school.

The Handsboro Normal Institute is the only normal school on the coast. It's faculty is composed of teachers who are specialists in their line of work.

HARPERVILLE COLLEGE.

F. B. WOODLEY, PRESIDENT.

This college was chartered in 1881 and was under the management of Professors Hunt and Huddleston, and "Hunt & Huddleston Faculty Association" till the close of session 1891-92.

It is now owned by a joint stock company and managed by faculty and local board of trustees. Cost of buildings, including furniture, apparatus, &c., $4,000. Volumes in library, 1,250; pamphlets and periodicals, 1,500.

Number pupils in actual attendance (November 1893) 116.

Curriculum is co-extensive with standard American colleges, and embraces three courses of study leading respectively to the degrees—bachelor of arts, bachelor of science and bachelor of English literature.

Number of pupils in Latin, 7; science, 40; mathematics beyond arithmetic, 23.

The school is non-denominational. Has no endowment. It is in the midst of the most prosperous session it has enjoyed for several years, and its future prospects are very encouraging.

HEBRON HIGH SCHOOL.

W. H. PEVEY, PRINCIPAL.

The school is under the general management of a board of directors, consisting of twelve members, who meet annually in May to elect teachers, and an executive board which supervises the school during the session.

The school building was erected four years ago at a cost of $2,000, including furniture. It has a seating capacity of more than one hundred and fifty. The building has a large study hall, two rooms for lower grades, music room, reading room, library, and two cloak rooms. The school is well supplied with most of the necessary apparatus.

The library is one of the leading features of the school. It contains five hundred volumes, among which are found two encyclopedias, leading histories of the United States and European countries, standard prose and poetical works of best American and English authors. Our reading room is supplied with leading periodicals published in the United States, with a view of cultivating a taste for reading the best current literature.

The school is divided into three departments: Primary, Grammar and High School. Each department embraces three grades. A majority of the pupils belong to the grammar department. There are several in the high school department who are preparing for college.

The attendance last session reached one hundred and ten, and will probably exceed that number during the present session.

During the past four years the school has been under the control of F. L. Riley, and has gained a reputation which extends beyond the county in which it is located, and now receives patronage from several counties.

HERNANDO HIGH SCHOOL.

J. H. JOLLY, PRINCIPAL.

The space allotted to Hernando High School should be devoted rather to a setting forth of the plans and prospects of the school than to a report of its past work and progress.

The school, under its present management, opened September 18th, with an attendance of sixty-five pupils. Since then there have been several additions, and it is expected that by the opening of Spring term the enrollment will have run up to one hundred.

Mrs. Lem. D. Cooke, who has been teaching in Hernando for the past eighteen years, sometimes as assistant in the public school, sometimes as principal of a school of her own, is now doing fine work as first assistant, and making her department second to none in primary and intermediate work. Well supplied with maps, charts and other apparatus so indispensable in teaching the lower grades, the work done in this room will add much to the success and reputation of the school.

It shall be the aim of the high school department to furnish such a course of study and instruction as will prepare boys and girls for entering the Sophomore or Junior class in any first class college. At the same time, it is designed that those who cannot afford the time and expense of a collegiate education shall find here all that is needed to fit them to meet the practical issues of life.

The school building, which was intended originally as a female college, is a costly brick structure, situated in a beautiful grove just south of town,..and contains, besides, the recitation rooms; a large study and lecture hall, well ventilated, and furnished with comfortable desks and ample black-board.

With a comprehensive cirriculum. competent instruction, backed by a live and able board of trustees, patronized by an intelligent and appreciative community, and with such a location, the future of Hernando High School is bright with promise.

HICKORY FLAT NORMAL COLLEGE.

E. H. WALLIS, PRINCIPAL.

Hickory Flat Normal College is located in the town of Hickory Flat, Benton county.

We have pure mineral water, high and healthful situation, and though we are in the incorporation; yet far enough from business part of town to insure perfect quietude.

The school began its career under the management of its present principal, E. H. Wallis, September 1892.

On March 16th, 1893, the school building burned, but was replaced in sixty days by an elegant structure. This building cost nearly three thousand dollars, which is about two-thirds the cost of such a building elsewhere, as the material was all prepared here.

The college is furnished quite pleasantly with apparatus, though our library is small.

Last year we enrolled 216 pupils. This year the enrollment exceeds any previous work. We have thoroughly completed all public school branches with hopeful success. We have ten Latin students, twenty in science, twenty in mathematics beyond arithmetic.

We employ four teachers, but need five this year.

The school interest at Hickory Flat can be excelled no where.

HICKORY INSTITUTE.

L. M. COX, PRINCIPAL.

The fifth session of this high school is now in progress.

The school property consists of three acres of land, located in the corporate limits of the town of Hickory, which, together with the buildings, furniture and improvements, is valued at $3,000.

The buildings consists of a main-building of three recitation rooms, one 30x34 and two 30x30 feet each; also a teachers' office and two cloak rooms, and a music room 20x20, which is separate from the main building. The yard is well fenced in and set in water oaks and other shade trees. The rooms are furnished with patent desks, ample blackboard surface, reading, drawing and physiological charts, wall maps, a fine globe, a tellurian, an organ and a small library of reference books.

A principal, two assistants and a music teacher make up the faculty of the school.

The session continues for nine months, and the attendance varies from 80 during the private term to 125 during the public school months.

With two or three exceptions all the pupils pursue the public school branches; twenty-five or thirty study one or more of the sciences; twelve or fifteen higher mathematics and seven or eight Latin.

The school is chartered and can grant A. B. diplomas, but the ambition of the present management is to thoroughly prepare pupils for college, and then encourage them to complete their education at some college of the State.

JACINTO SCHOOL.

LOONEY AND BELLAMY, PRINCIPALS.

This school is located in northeastern Mississippi, Alcorn county.

The school building is a large two story brick structure of seven rooms, situated in the center of the small rural village of Jacinto, surrounded by a beautiful grove of black locusts. Cost of building when completed $3,000.

We have the nucleus of a reference library and some other school appliances, valued at $200.

Our school is in a very prosperous condition, and the outlook for the future is encouraging.

Enrollment for the past two years 245 pupils.

School is now moving on well with a good attendance.

Work done in public school studies has been thorough and satisfactory. Quite a number of our students have pursued all these branches, and have prepared themselves for teaching in the public schools, and are now engaged in this work.

They pass the examinations satisfactorily, and many of them obtain first grade licenses.

Thirty-four young ladies and young men who have attended school at Jacinto within the last two years, are teachers.

A good number of our students have also made marked progress in higher English, higher mathematics, sciences, Latin and Greek.

Number who have studied higher English 19; algebra 20; geometry 13; chemistry 1; Greek 2; Latin 23.

Several students have been prepared here within the last two years, for college, two of whom are now in the Peabody Normal College, Nashville, Tenn.

JACKSON COLLEGE.

C. AYERS, PRINCIPAL.

This school for the colored of both sexes, was founded by the American Baptist House Mission Society, in 1877. The school property is valued at $35,000, including the apparatus, and the furniture for school work and both boarding departments. The design of the school is to aid preachers to better qualifications for their work, and to train teachers of the public schools. General students are also admitted. A few have studied a little Latin and Greek. Classes as in bookkeeping, algebra, geometry, trigonometry, chemestry, rhetoric, botany, astronomy, psychology and biblical theology, have done good work. The Bible is studied in the class room one hour daily by all. Vocal and instrumental music have constant attention.

None are received under thirteen years of age. The average age of attendants from year to year, is about twenty-one.

From forty to eighty students are preparing to teach. The enrollment has been in some years one hundred and fifty, in other years two hundred and fifty. The disposition for school is alive, but the means cannot always be had. The great drawbacks the young people have, arise from lack of early training, and from their meagre vocabulary.

One main aim of this school is to produce and develop high moral and Christian character. Another aim, not forgotten, is, to make intelligent and useful citizens; good men and women, who will honor their obligations to the family, the State and the church. The work done is always on the lines of pedagogies, and of Bible instruction.

In the normal course, the pupil is drilled in the common English studies, reading, grammar, geography, United States History, the history of the State, civil government, anatomy, arithmetic, elementary algebra, penmanship, science of teaching and literature. All are driven with work. The discipline is as strict as it can be made, to be consistent with true manly freedom. There are no penalties for misconduct, except dismission from the school.

KATE TUCKER INSTITUTE.

MRS. KATE E. TUCKER, PRINCIPAL.

Cost of building, $6,500; cost of furniture, $250; cost of other fixtures, etc., $100; cost of library, 500 volumes, $250.

Work done in public school branches has been very satisfactory. The enrollment was not so large as the previous year, but the attendance was exceptionally regular, making the average come within a fraction of former years.

All the branches of the public school were taught, and besides these, classes in elocution, elementary and higher algebra, geometry, trigonometry, botany, zoology, geology, chemistry, astronomy, logic, book-keeping and psychology, drawing, music and art.

Number of pupils in Latin, 6; in sciences, 40; beyond arithmetic, 20; prepared for teaching, 6. All of whom obtained first grade certificates.

School opens first Monday in September and continues, usually, ten months. Number of pupils enrolled last year seventy-three.

KILMICHAEL HIGH SCHOOL.

J. W. LUCAS, PRINCIPAL.

This school has been changed from a normal institute to a high school. Number of students enrolled up to date—males 25; females 35.

The enrollment will probably be 100 in a few more weeks.

Number of academic pupils—males 8; females 17; number below academic grade—males 17; females 18; number of music pupils—males 1; females 14.

The school is chartered and has 18 students in Latin; 19 in algebra; 7 in geometry; 4 in trigonometry and 26 in the sciences.

Number of college preparatory students in the class that graduates in 1894—males 1; females 6.

Number of volumes in library 100.

Value of buildings, grounds, etc., $2,000.

LAWRENCE COUNTY HIGH SCHOOL AND BUSINESS COLLEGE.

E. GREEN, PRINCIPAL.

In the spring of 1889 the board of supervisors of Lawrence county appointed a committee of twenty-four citizens whose duty it would be to receive bids and select a location for the Lawrence County High School. After carefully considering the inducements offered by different communities, the committee decided by a large majority to locate the school at the village of Silver Creek. The principal inducements were a healthful location, a moral community, financial inducements and that Silver Creek was near the center of the county. By September the building was ready for occupancy and the school opened under favorable auspices, more than one hundred pupils being enrolled. Unfortunately for the cause of education, the school during the first two or three sessions of its existence, met with many reverses. This, in the main, was caused by a number of persons, who for selfish motives were dissatisfied with the location of the school. This opposition was so pronounced, that in the spring of 1892 some of the most sanguine supporters of the school were fearful that the school could never be revived.

In the fall of 1892 the school began to build up rapidly, in addition to the regular literary departments several new departments were added, and the enrollment reached to one hundred and forty-six pupils, with representatives from eleven different counties. During the present term of 1893 and 1894 our matriculation will reach two hundred.

Our special departments are commercial, music, elocution, and teacher's preparatory. We have 28 students in Latin; 40 in sciences; 36 in mathematics beyond arithmetic; 22 piano students, and 6 in violin; 3 in guitar music; 400 volumes in library, and school property worth $3,000.

LEA FEMALE COLLEGE.

REV. C. H. OTKEN, PRESIDENT.

It is located in the town of Summit, Pike county, Miss., on the I. C. R. R., 108 miles north of New Orleans. It is pleasantly situated, occupying squares 48 and 49, three blocks east from the railroad depot. The residence for the family of the president and for boarding pupils is a commodious two story slate covered building. Fifty young lady boarders can be accommodated. The dining hall and kitchen constitute a separate building east of the residence. West of the residence is the music hall, and west of this is the college building, 48 feet wide and 80 feet long, and 16½ feet from floor to ceiling. It contains five recitation rooms and a large study hall. The value of the property is $10,000. The Calliopean Society has a library of five hundred volumes.

The number of pupils in attendance during the past two sessions averaged 70 pupils per session; twenty-one of these were in the preparatory department pursuing studies taught in the public schools; forty-nine pupils were in the collegiate department—of these 15 studied Latin; 13 English literature; 19 rhetoric; 16 English history; 13 general history; 13 chemistry; 8 geology; 8 astronomy; 10 zoology; 17 elementary algebra; 9 Bourdon; 7 geometry; 7 trigonometry; 5 logic; 5 moral philosophy; 5 Haven's mental philosophy and 5 political economy, and 25 advanced English grammar and 7 double entry book-keeping. Thirty pupils were in the music department.

The session opens annually the 3d Wednesday in September and closes the 3d Wednesday in June following.

During the 16 years of its existence Lea Female College has graduated sixty-six young ladies. It is claimed that this school has graduated more teachers, proportionately, for the public schools than any other institution of like character in the State. By actual count, one-fifth of the white teachers, a few years ago, in Pike county were trained in Lea College.

Hon. Thos. R. Stockdale voiced the sentiments of the friends of the college in these words: "I have patronized Lea FemaleCollege from the time it was founded until now, (seven continuous years) and having observed the operations of the college critically, am free to say that in accuracy and thoroughness of learning imparted to its students, this institution has no superior within my knowledge in this or any other State. The skill manifested in training the minds of the students to think and reason, and thus utilize knowledge, is admirable.

"Display is often gratifying to parents; but real scholarship alone will stand the test when the realities of life come; and is the surest safeguard against adversity, and that may come to any one.

"Under the present management this small but growing institution is wonderfully successful in imparting the substance of knowledge with the art of using it."

LONGTOWN SCHOOL.

J. A. JONES, PRINCIPAL.

This school is located in the little village of Longtown, ten miles west of Como, Panola county, Miss.

The school has been taught from eight to ten months a year for many years, without any organization except the usual public school trustees, who have left the entire management to the principal.

Quite a number of young ladies and gentlemen have received high school training at this school, the school having had some very competent teachers.

Prof. Crawford, a graduate of the University of Virginia, was principal of the school for many years, and did some high grade work, for which the people still sing praises.

The building is a very poor frame construction, inadequate to the demands of the school; it is furnished with "patent folding leaf lock desks," which have been badly abused. The school lot is two acres.

Cost of building, furniture, and value of lot is estimated at about $1,200.

There is no library or apparatus of any kind belonging to the school.

The school enrolled about 80 pupils last two years. We have 90 pupils enrolled and expect the number will be swelled beyond a hundred within a week.

I have organized the school into nine grades, divided into three departments.

The primary department includes first, second and third grades; intermediate department is composed of the fourth, fifth and sixth grades. High school department is made up from the seventh, eighth and ninth grades. I have arranged the course of study to complete the county's adopted course, except sciences, in the intermediate department. Our high school department sustains classes in sciences, higher English, rhetoric, literature and Latin. In mathematics, higher arithmetic, algebra and geometry.

Our special courses include book-keeping, penmanship, commercial law and telegraphy.

The music department is not directly connected with the school, but is taught by a competent and experienced teacher.

It is the aim of this administration to make the quality and quantity of its work equal any in the State.

The present indications are that the school will enroll more pupils with a higher average attendance than for several years.

LUMBERTON HIGH SCHOOL.

A. L. SUMMER AND H. C. YAWN, PRINCIPALS.

Lumberton High School was established in 1889. The school building is two story; has two flights of stairs; is well lighted; size 60x40; is well heated by stoves, and cost about $1,800.

The boarding house, which is also the property of the school, stands one hundred yards distant from the school building. It contains ten rooms. There are also four offices separate from the main boarding house.

The library is limited, consisting of the encyclopedia

Britannica- twenty-five volumes--and Webster's unabridged dictionary.

During the last two years, the public school students have averaged something less than one hundred; and the entire public school curriculum has been taught all the term; several pupils, having secured license in all the grades.

The course in mathematics includes trigonometry, in Latin, Cicero's four orations. Steele's sciences are used. The classes in physics and physiology numbered from five to twenty-five each, during the session.

During the last two sessions, there has been an average of ten in the higher mathematics, and about the same number in Latin. Only three have entered college from this school within the last two years; but many have gone out to teach, holding first grade license.

The school employs three teachers in the literary department; one in the music and one in the art.

Book-keeping is also a specialty. This department is taught by an able accountant, and the course is quite sufficient for the business to which our young men and young ladies aspire. Four were graduated from this department last session.

MABEN NORMAL INSTITUTE.

T. P. HANEY, PRINCIPAL.

Maben Normal Institute has been in successful operation for the past three years, maintaining a ten months' session each year. The building is a two-story, 60x30. The enrollment has reached 140 pupils per year, and the work done in public school branches has extended far enough to prepare its pupils to acquire a passable grade in the third, second and first grade county examinations, and during this session work is being done in many branches beyond the public school curriculum, having 25 pupils in Latin; 15 in algebra, and 10 in geometry. This Institute prepared five pupils last year for college. The principal is elected for a period of three years.

This school is a live school situated in the little, beautiful and growing town of Maben, embracing a portion of the two counties of Oktibbeha and Webster. The locality is superb, being in a high, dry, healthful and beautiful country—in a town composed of the most excellent people of the country away from evil influence—away from malarial districts—in the heart of a splendid country for farming and stock raising, and in the heart of a religious people.

MALONE COLLEGE.

REV. J. W. HONNOLL, PRESIDENT.

Our building cost $10,000. We have $2,500 worth of new furniture, seven teachers and one hundred pupils, thirty-two boarders, ten students in Latin, forty students in music, sixteen in art. Our school is much better than it was last year.

MASONIC INSTITUTE.

H. L. KEISTER, PRINCIPAL.

The building is a two story brick, valued at $3,000 at present; furniture $150. The hall seated with patent desks, the first and second rooms well furnished to the ease and comfort of both teacher and pupil. Our library is limited, but we have good number of reference books, encyclopedias, etc.

Enrollment of last year reached ninety-three, and this year will be about the same, perhaps reaching one hundred. The enumeration of last year was one hundred and twenty-seven educable children. About thirty-nine out of the entire enumeration did not attend school here, the remainder to make up the enrollment were boarding pupils from other communities. No other reason, than a few families moved out of reach of this school, others, poverty and a general neglect of the educational interests of their children, can be assigned for the thirty-nine as reported.

The work done in the public school curriculum, is thorough and complete from the reading chart to the sciences as taught in the public schools of the State. The work beyond the public school branches, as follows: 7 in Latin; 3 in French; 4 in German; 10 in elementary algebra; 5 in university algebra; 2 in geometry, a well organized class in higher English and elementary rhetoric. We teach mechanical drawing with excellent success.

In our past two years' work at this place, we raised the various classes to the higher branches, as mentioned above, and we have prepared several to enter college, but only two are now taking a collegiate education; one at the University at Oxford, and one at Holly Springs.

Our school is well organized, and every department is under good, well trained teachers.

MIDWAY GRADED SCHOOL.

R. GILDART, PRINCIPAL.

This school is located at Evans, in the eastern part of Yazoo county. For a number of years it has been one of the leading schools of the county, continuing every year for a term of ten months. It is situated on a "sixteenth section," and participates in the distribution of the township fund.

At the opening of the current term the school was graded, and now takes rank with the leading country schools of the State. The management is divided into three departments, viz: Higher graded, primary department, and music. In the higher grades are the grades from four to seven, inclusive; and in the primary, from one to three inclusive. In the first five grades are taught studies within the public school curriculum, and in the sixth and seventh grades, studies beyond this.

The school building is a substantial wooden structure, fifty feet long and twenty-five feet wide, divided into two separate rooms by a partition of folding doors. During public exhibitions these doors are folded back and the two rooms converted into a capacious hall. The building is worth about $600, and is well supplied with wooden school furniture. The rooms are well ventilated and supplied with ample heating facilities.

The patrons of the school are taking great interest and pride in the success of the school, and the trustees, who are leading citizens of the county, are prompt and energetic in the discharge of their official duties.

Number of students in Latin, 4; higher mathematics, 12; sciences, 6; preparing for college, 5; regular attendants, 50.

Sessions begin regularly first Monday in September, and continue thirty-six weeks.

MILLSAPS COLLEGE.

REV. W. B. MURRAH, PRESIDENT.

Millsaps College, located at Jackson, Miss., is named in honor of Major R. W. Millsaps, whose munificent gifts have made the existence of the institution possible. The college is the property of the Methodist Episcopal Church South, and was organized by the concurrent action of the Mississippi and North Mississippi conferences. The buildings are situated just north of the City of Jackson, on a commanding elevation in a beautiful campus of seventy or more acres. The college has an endowment of $100,000, and several partially endowed scholarships. The buildings and grounds are worth $50,000 or more.

The first scholastic session of this institution began Sept. 29, 1892, and the college has had remarkable prosperity from the beginning.

The departments comprising the course of instruction are: 1. School of the ancient languages; 2. School of mathematics and astronomy; 3. School of the English language and literature; 4. School of philosophy; 5. School of natural sciences; 6. School of the modern languages; 7. School of history and economics, 8 school of Biblical instruction.

Students are allowed some liberty of choice of classes and courses either by themselves or their friends, limited by the judgment of the faculty and by the exigencies of classification.

There is in connection with the college a sub-freshman department designed especially for fitting students for the freshman class. The course in this department is also arranged to accommodate young men who desire simply a practical education, either because they have not the time or because they have not the money to take a full collegiate course. The faculty of instruction consists of the president, Rev. Dr. W. B. Murrah. and five professors and two assistants. The degrees conferred by the college are: 1. Bachelor of Arts; 2. Bachelor of Science; 3. Master of Arts.

There are two literary societies in connection with the college for the purpose of improvement in debate, declamation, composition and acquaintance with the methods of deliberative bodies. A large library composed of valuable books furnishes the students of the college fine facilities for reading.

This institution has a bright prospect for the future. Maj. Millsaps has agreed to duplicate any amount given the college to the amount of $25,000.

MISSISSIPPI CENTRAL NORMAL SCHOOL.

J. M. CONSLEY, PRINCIPAL.

About three years ago in consequence of dissensions this school went into a decline. The patronage from outside the district was almost wholly lost, and the local patronage fell off greatly. Low water mark was reached two years ago.

The attendance of 1891-92 during public school term was only 47. We have no record for the remainder of the year.

The attendance during public term last year was 70. No other record at hand.

The school opened this year under rather adverse circumstances with an attendance on September 4th of only 33. But the growth since that time has been quiet and steady until now (November 20) the attendance is 76, of whom 9 do not live in the district.

No one has been prepared for college here in the past two years. And if there has been any normal work done the writer has no record of it. But arrangements are being made for a teacher's normal training class next Spring.

The work of the board of trustees and the interest of the people seem to indicate that the school will be as prosperous as ever in another year or two.

The school property is worth at present, probably not over $3,000. Good seats; no library; no apparatus.

MONTICELLO ACADEMY.

B. D. RIVERS, PRINCIPAL.

Monticello Academy is situated in the historic town of Monticello, on the banks of the Pearl, and though the town is one of the oldest in the State, the school is in its infancy.

In 1890 the town and surrounding country, realizing the great need of a school, organized and erected a building. Prof. C. B. G. Ross was elected to the principalship the first session, which began September, 1890, and lasted ten months. Prof. Ross taught two years and did a good work, which the condition of the school at present shows.

Last session was not very prosperous, however, as only a little more than the public term was taught by Prof. Brady.

The community determined to have a nine months session this year, and elected as principal, Prof. B. D. Rivers.

The building is one-story, consisting of two rooms in an L shape, the larger being 30x50 feet; the smaller, 18x32 feet. It is situated on a four acre lot and valued at $1,000.

Furniture consists of eighty new single patent desks; globes, wall maps, numeral forms, blackboards, teacher's desks, etc., all of which are valued at $250.

The enrollment of present session will be about ninety.

Course of study consists of nine grades. Primary—1st, 2d, and 3d. Intermediate—4th, 5th, 6th and 7th. High school—8th and 9th.

The high school is above the public school course, and consists of Latin, algebra, geometry, general history, essential English, rhetoric.

We do not attempt anything more than high school work, but our course is so arranged that we can thoroughly prepare students for regular entrance into Freshman and Sophomore classes in our best colleges and the university.

MYRTLE NORMAL COLLEGE.

C. F. BOONE, PRINCIPAL.

Is located two and one-half miles south of Myrtle, in Union county, Miss.

We have recently procured the property, which cost a little over twelve hundred and fifty dollars.

We will soon be supplied with skeleton, manikin, maps, globes, charts, etc.

Our enrollment last year reached one hundred and forty-five, and there having been more territory added to us, we will reach two hundred this year, not including our boarding patronage.

We employ none in primary departments except first grade teachers and those who have had experience in teaching, and are thoroughly interested in their work.

NEW ALBANY HIGH SCHOOL.

G. R. HIGHTOWER, PRINCIPAL.

The New Albany High School was organized by the present principal early in the Fall of 1892, as a subscription school. There were sixty pupils at the beginning, but the number increased to one hundred and seventy by the close of the session.

The work of classing and lining up progressed fairly well during the year. By the close of the year sufficient interest in educational matters had been generated to have the town made a separate school district.

This year we have a larger faculty, and a decided increase in attendance. Pupils are arranged in nine distinct grades.

The public school branches, with corresponding auxiliary work, are treated exhaustively in their regular order.

Mental arithmetic and English grammar are given the right of way at all points. Every pupil above the fourth grade is required to do some kind of science work suitable to his advancement.

Eighteen students are studying Latin and mathematics beyond arithmetic. English history, and American literature, elements of geology, botany, chemistry and astronomy, rhetoric, literary and debating clubs, all find a place in our work.

The district owns no property. The property used is rented, and is worth about $1,200. The school library and apparatus is valued at $65. The principal's private library, valued at $300, is largely used by the students.

NEWTON INSTITUTE.

REV. O. NEWTON, PRINCIPAL.

This Seminary for the higher education of girls. was established in 1860, but not incorporated till 1865. There have been many graduates from its Halls of learning, as it has been in active employment since its opening.

The system of instruction is thorough, observing the physical, mental, moral and religious training of the pupils. The curriculum includes a course of history, ancient and modern, the natural sciences, all branches of mathematics, logical, elocutionary, ethical and psychological studies. Languages are considered optional.

Two thirds of the pupils at Newton Institute study Latin, one-third take a French course. One-third are music scholars. Vocal music is a general exercise. Orthography, orthoepy and philology, are subjects of conversation every day. Free hand drawing, Prang's system, wood carving and clay modeling are taught. One-third of a class usually spends the preparatory two years, and the collegiate course of four years. Ratio of graduation nearly two thirds. Value of school buildings is estimated at $3,000. Furniture connected with school, at $900.

Many curious relics are possessed by the Institute, also specimens of conchology and mineralogy, affording opportunity for objective teaching. Maps, blackboards and various illustrations are used for interest and profitable explanation.

The library includes a thousand volumes, books valuable as original editions, works of amusement, practical instruction and religious information are ready for the scholar.

Daily, weekly, local and religious newspapers are on the reading table, scientific and interesting magazines are handed for perusal of pupils.

Pictures and agreeable surroundings rest the mind. Calisthenics or physical culture in daily practice, concentration of thought, and whatever is needed to give broad education, may be said to receive special attention.

The object of the principal has ever been to prepare girls for real life, for the faithful discharge of its duties and the grateful enjoyment of its pleasures.

PARIS NORMAL ACADEMY.

M. I. BASS, PRINCIPAL.

The Paris Normal Academy was founded in 1889. The last two years of its history have been as interesting, perhaps, as might be expected. In January, 1893, an incendiary fire destroyed the school building, together with all the property and furniture belonging to it. With true Southern courage, however, our people immediately went to work to replace the loss. As a result we have a house better by far than the old one, at very little more cost. The building is worth perhaps $500, but is not yet furnished.

We have no library as yet, except the private library of the principal, which contains about 100 volumes, and consists chiefly of histories, biographies and encyclopedias.

Our enrollment during the last two years was an average of 125 pupils.

The work done in public school branches has been eminently satisfactory. Since your last biennial report we have prepared eleven teachers, who are now filling positions with credit to themselves and satisfaction to their patrons. Others are pursuing a happier calling—home-making.

The work alone, beyond the public school branches, has not been very extensive, owing to the fact that some of our patronage prefer keeping sons and daughters at home to paying extra tuition for higher studies; so it has been left off to a great extent. We have had, however, several good classes in algebra, book-keeping, etc, and have prepared three students for college. We have had about twenty students of the sciences.

PICKENS GRADED HIGH SCHOOL.

F. F. PHILLIPS, PRINCIPAL.

The Pickens Graded High School was, by legislative enactment, made a chartered institution in 1890. In September of the same year I was elected principal of the school, and began work with sixteen of the young people of Pickens as students.

Having had absolute co-operation on the part of the citizens of this place, together with the efficient services of able and energetic teachers, the school to-day is enjoying a period of prosperity.

The present substantial and commodious building has been erected at a cost of $1,800. The building may be said to be well furnished at an expense or $375.

The library contains many interesting volumes and invaluable helps for both teachers and pupils. There are well devised plans, at present, for having the library properly filled up and supplied with a great number of choice volumes.

The enrollment for the past two years has been about 125. The work done in public school branches is most thorough and satisfactory. In mathematics the beyond public school work the curriculum contains higher arithmetic, algebra and geometry. In the sciences, physics, botany and geology. Latin is kept up during the two years of high school work. The above is accompanied with debating, essays, literature and general history.

The school at present has fifteen students in Latin; fifteen in higher mathematics and twenty-five in the sciences.

The music department of the school is doing very excellent work. The thorough and capable teacher employed is receiving satisfactory co-operation from our people.

Five students completed the high school work last year and were awarded certificates of graduation.

In fact, knowing the general interest of all concerned, one may safely predict a successful future for the institution.

PIERA GRADED SCHOOL.

E. T. KEETON, PRINCIPAL.

The Piera graded school was regularly chartered July, 1893, prior to which time it was known as Lake View Academy. The building, a substantial frame structure, has a capacity of about 110 pupils, and is beautifully situated, easy of access, and is among the healthiest locations in the state.

The furniture is inexpensive, but substantial, and meets very acceptably the demands of close classification. We are fairly well supplied with maps, mouldings, globes, blackboards, etc., and have some very useful apparatus, contrived and made within the school.

The school library is very meagre, there being but few volumes that belong to the school in common, but the principal has a well selected library of some 250 volumes, which is subject to the demands of the school, while a number of choice periodicals find their way into the homes of our pupils each week.

A weekly manuscript paper, edited by the scientific class, and read every Friday afternoon, has proved an interesting and instructive feature.

The Pierian society (strictly literary) meets monthly.—Fourth Saturday night.

An additional building will be erected prior to opening of next term, and several new departments will be sustained.

Term begins about middle of September, and continues ten scholastic months, including the public school, which is absolutely free to pupils residing within the district.

Several of our pupils are doing effective work as teachers in the public schools of this and adjoining counties.

Our M. E. L. course includes, besides the public school course, moral philosophy, elements of logic, elementary geology, elementary algebra, elementary geometry, history of Greece, history of Rome and a critical study of not less than three standard American poems.

The school enjoys a splendid local patronage, and is gradually and steadily growing in usefulness and dominion.

POPLAR SPRINGS NORMAL COLLEGE.

LANGSTON, MITCHELL AND WINDHAM.

Located at Poplar Springs, Union county. Cost of building $4,000; comprising the chapel hall and six recitation rooms.

Each room is supplied with furniture and apparatus; such as, reading, geographical, astronomical and zoological charts, mankind skeleton, philosopical and chemical apparatus, etc.; value $700.

A library is supplied, containing the leading encyclopedias, scientific, religious, enducational and miscellaneous works, value $600. Free for the use of pupils.

The College is authorized by the State to issue all deplomas, and confer all degrees usually conferred by educational institutions.

Six courses are maintained: Preparatory, teachers, business, preparatory scientific, scientific and classical. Degrees are conferred on the completion of the scientific or classic courses.

Societies for the following purposes are maintained: To study English and American literature, to encourage debate, to culture the moral and give religious training.

Public school is maintained in connection with the other departments five months in the year.

Both sexes admitted; students enter at any time without examination. Average yearly enrollment, 220. Students in Greek, 6; in Latin, 25; in French, 8; in German, 5; in the sciences, 60; in mathematics beyond arithmetic, 33. Alumni, 48.

RUST UNIVERSITY.

(For Colored Youth.)

C. E. LIBBY, PRESIDENT.

The preparatory department commences instruction with the fifth reader.

ENGLISH COURSE.

This is a six years' course, in which it is designed to lay a good foundation for the more advanced work of the school. Attendance in 1892-93, one hundred and forty-one.

NORMAL COURSE.

This is a four years' course. Its object is to prepare young men and women for teaching. The course is sufficiently broad and extensive to fully qualify its graduates to take a first grade certificate. Members of the senior class are given practical work in teaching under the supervision of the Normal professor. No pains will be spared by the faculty to graduate from this department efficient teachers. Weekly lectures will be given on subjects pertaining to teaching. Condition of admission to this course is a completion of the English course or its equivalent.

Attendance in 1892-93, eighty-nine.

COLLEGE PREPARATORY.

These courses fit their graduates to enter the freshman class of any college in our country. The work is made sufficiently practical to give those unable to enter college a sound basis for business life.

Attendance in 1892-93, twenty-six.

COLLEGE.

This department embraces the classical, philosophical and scientific grades, and is equal to the best in the country.

Attendance 1892-93, seven.

MUSIC.

This department is in charge of a thoroughly competent professor. Instructions are given in piano-fort, organ and voice culture.

In 1892-93, thirty students had instruction in instrumental music, two hundred and fifty-two in vocal.

NURSE-TRAINING DEPARTMENT.

This department not only opens a new field of labor to young ladies through its professional course, but, through its non-professional course, aims at wide-spread benefit by disseminating that knowledge the lack of which causes so much unnecessary suffering and death.

Attendance 1892-93 in this department, fifty-six.

This school has also Biblical and commercial courses, while there is manual training in the departments throughout the year.

SUPPORT AND PATRONAGE.

The university is under the patronage of the Mississippi and Upper Mississippi Conference, though the buildings have been erected and the teachers are supported by the Freedmen's Aid and Southern Education Society of the Methodist Episcopal Church.

The members of the Conference and Church, and the friends of education, are earnestly requested to keep the subject of education before the people, to show them that it is their only path to prosperity, and to urge the young men and women to seek a thorough Christian education, which is offered them at Rust University.

LIBRARY.

The library consists of about two thousand excellent volumes, and is open daily to the students. A reading room is connected with it, which is supplied with the best magazines and papers in the country. A competent and accommodating librarian will have charge to aid the students in wisely using the advantages the books afford.

SENATOBIA MALE HIGH SCHOOL.

J. R. BARRY, PRINCIPAL.

This school was organized in 1884 for the purpose of giving a superior common school education to the boys of Senatobia and surrounding country, and also for the purpose of preparing those who should wish to attend college, for entrance.

The school property consists of a two-acre lot, and a nice two-story house containing three rooms, with school furniture, etc. The house and lot are valued at $3,000, and the furniture at $500. The school is taught ten months, beginning usually on the first Monday in September, with a week's intermission at Christmas. It is controlled by a board of directors who take a live personal interest in its work, and is taught by three teachers.

The number of pupils varies from fifty to eighty, which latter number is reached during the public term of five months, the school being entirely dependent on tuition for its sustenance, except during the free months.

While on this subject it is well to add that there is a fund collected by subscription to pay the tuition of those pupils that are unable to pay, thus making collections good.

Our curriculum includes all of the common school studies, and enough Latin, Greek, algebra and geometry for admission to the university, where most of our boys go. We have in Latin eleven; in Greek two; in geometry six; in algebra sixteen, all of whom will attend college in the near future.

I have six who can and are going to the university next session.

Since its establishment in 1884 this school has sent about thirty boys to the various colleges of the State, and in 1890 three of its boys took the first three honors at the university.

STEEN'S CREEK HIGH SCHOOL.

H. L. WHITFIELD, PRINCIPAL.

The building was erected at a cost of about $2000. The desks are of the latest style and cost $250. The school is well supplied with globes, charts, etc. During the last session the nucleus of a library was bought, which consists of over one hundred well selected volumes. The enrollment for the last session (1892-93) was over one hundred and fifty, many of whom were boarders. Proficiency in the public school branches is necessary for admittance to the high school. The present session opened 50 per cent. better than the last. Number of students in Latin twenty-six; in mathematics, beyond arithmetic, twenty-eight; English beyond grammar, ten.

The association has organized under the charter for a term of three years, and the principal has been selected for the same time. Students are urged to go to college on the completion of the high school department. A flourishing music department is run in connection with the school. A dormitory and boarding house are in contemplation, where board can be furnished at actual cost. The school is now enjoying the most prosperous session of its history.

STURGES HIGH SCHOOL.

S. W. SMITH, PRINCIPAL.

This school is in Oklibbeha county, on the Aberdeen and Canton branch of the I. C. railroad, sixteen miles west of Starkville. It was established by the present principal in September, 1891. The school is under the control of the principal, has no endowment fund, and is non-sectarian. The session consists of nine months, embracing the four months public term.

During the past summer the enterprising patrons purchased a new site of two acres, and removed and enlarged the schoolhouse. The building is a frame structure with three large rooms and a seating capacity of 150, and is equipped with blackboards, globe, set of wall maps, charts of physiology, reading charts, writing chart, grammar chart, numeral frame, prism and small microscope. The pupils have access to a small library, the property of the principal.

The first six grades embrace the public school curriculum.

High school department.—Seventh grade.—Steele's physics, Maury's physical geography, Robinson's higher arithmetic, Steele's physiology, elementary algebra, composition and rhetoric, mental arithmetic, Latin grammar and reader. Eighth grade.—Robinson's university algebra, geometry, Cæsar, Virgil, select readings from American and English poets, general review.

Number of last year pupils now in college, three.

TYLERTOWN NORMAL INSTITUTE.

L. L. HOOKER, PRINCIPAL.

The Tylertown Normal Institute was established and chartered in 1884, and has always enjoyed we believe, patronage of the people of South Mississippi and East Louisiana.

Enrollment last session, 141, session before, 172. The tenth session, which is now opened, promises to be one of the most interesting the institute has had for several sessions.

Subjects rather than books are taught. Students are given a thorough and comprehensive drilling in every subject studied, and are required to pass a written examination upon every subject studied during that month.

The music and art departments have always been very interesting feature of the Institute. Enrollment in music last year, 21; year before, 17. Art last year, 10; year before, 14.

The Institute buildings consist of a large two-story structure and two smaller ones. The main building has a seating capacity of 400, and is 60x50. Smaller room 50x40. Library and music room 30x15. Value of building, $2 000. Desk, maps, charts, etc., $175. Library containing historical geographical and biographical reader. The encyclopaedia Britannica, Bacon's, Thackeray's, Dickens' and Emerson's Works, consists of 250 volumes, value $250.

TOUGALOO UNIVERSITY.

REV. FRANK G. WOODWORTH, PRESIDENT.

During the past two years the work of Tougaloo University has gone steadily forward with increasing efficiency. The enrollment for '91-'92, was 467; for '92-'93, 392. The hard times, increased requirements for admission, and the opening of the Mary Holmes Seminary for girls, accounts for the decreased enrollment. Up to this date the enrollment this year has been in excess of that for any previous year so early in the year. The boy's domitory is already crowded. The teaching and official force now number 23.

In 1892 a class of four was graduated from the Normal Department, the first graduating class for several years, owing to the lengthened course and higher standard. The graduates are doing good work in excellent positions. In 1893 there were five normal graduates. These are teaching or pursuing higher studies. Each year hereafter will see strong graduating classes..

The institution is every year increasing the scope of its work. There has been for several years some special instruction given in preparation for the ministry. In 1892 one young man was graduated who had completed a four years Biblical course. In the autumn of that year a Biblical department was fully organized, with Prof. Henry E. Sawyer, A. M., for some years Principal of Mr. Moody's Mt. Hermon school at Northfield, Mass., as Dean, with the President as assistant. Two courses based on the English Bible are offered, one of four and two years, designed to fit those who expect to preach, to be to some extent competent expounders of the Bible.

A College praparatory course has been this year fully inaugurated, with the idea of leading in a few years to full college work. Not a large number will take this work, but as the colored race goes onward it will need cultured leaders who can raise it to the best things possible in its intellectual, social and religious life. These leaders will need the fullest and broadest culture possible, that leadership may be wise and in the highest degree helpful. Those who can attain to such leadership are not many, but we believe that opportunity should be given to them to make development here, rather than that they should be compelled to go to other States for higher education. We have proceeded slowly in this matter but hope now to make steady progress.

The Normal Department is still under the competent direction of Prof. A. S. Hill, A. M., as Dean, and is being brought each year to greater efficiency. Three instructors are specially devoted to this department, and three others assist in it. During the last two years of the normal course each pupil has daily practice in teaching in the primary school, which adds greatly to efficiency. The grammar and intermediate departments prepare the way for the normal work. We are looking forward to the time when the intermediate work can be dispensed with.

In connection with the normal work, mention may be made of the Peabody Normal Institute held here four weeks, during August and September, under the direction of Prof. Hill and three assistants. Though the attendance, 99, was not as large as has been expected, the work done was quite satisfactory, and is hoped to be but the beginning of such work. Already those who attended have requested that a ten weeks normal be held next year.

Industrial education has always had a prominent place at Tougaloo and I am glad to report that it is now more thoroughly systemized and efficient than ever before. During the past summer new and very fine benches have been fitted up for woodworking, with excellent equipments for twenty-four students in a class. Industrial drawing has also been provided for with a complete outfit for the work. Wood-drawing and forging are now provided for, with enlargements contemplated in the last, and now every boy in the institution has the manual instruction, and the girls of the normal department the industrial drawing, also. We believe manual training one of the most efficient means of culture. To accommodate the girls' industries, needle-work, cookery and practical house-keeping, a new girl's industrial college has been erected and we expect to occupy it early in 1894. It will cost a little over $4000, the money coming from friends by subscription, and will be a valuable addition. The practical housekeeping, in which eight girls in two sets of four will keep house in all the details, for six or eight weeks at a time, gives most needed training in house-keeping and home-making. Good homes are the great need of the colored people. It is a pleasure to know that, under the influence of this and similar schools, such homes are increasing.

The agricultural department has operated the large farm. Some of the practical results this year have been, more than 1000 bushels of corn; 400 bushels of sweet potatoes; 11 barrels of sorghum and molasses, and large quantities of vegetables and fruits. About 800 head of cattle and 100 swine are kept for the benefit of the boarding department.

The musical department has been in successful operation for some years. The annual concerts at commencement form always an interesting feature. The one of 1893 was largely attended, among the audience being more than fifty prominent white people of Jackson and vicinity.

The religious work of the school, though never sectarian, has been a conspicuous feature. The Bible is studied daily in each grade according to a carefully arranged course, with excellent results. Tougaloo intends to be an eminently religious institution.

TULA NORMAL INSTITUTE AND BUSINESS COLLEGE.

C. C. HUGHES, PRINCIPAL.

The Tula Normal Institute and Business College was organized November 12, 1888, with but one teacher, a small attendance, and no school advantages worthy of mention.

At this writing, near 250 students enrolled, 80 of whom are boarders representing three States and one Territory.

Eight teachers employed, fifteen departments sustained,; splended and well equipped three story college building surrounded by a growing town of about twenty-five houses all presenting many advantages for advancing the cause of education.

The buildings and equipments are private property, belonging to the founder and present principal, and consists of the "Young Ladies' Home" in addition to the college building.

The school is non-sectarian, for both sexes, and prides itself in being most thorough and practical in all its departments.

The course of study in the literary department is divided into seven grades, as follows: Two primary, two intermediate, two teachers' or training, and one scientific.

Number of students studying Latin 18; higher mathematics 18; sciences 24.

The patrons and friends of this institution have aided greatly in advancing its course.

UNION CHURCH HIGH SCHOOL.

REV. C. W. GRAFTON, PRINCIPAL.

This school is located in the village of Union Church, situated midway between Brookhaven and Harriston.

A charter was received by this institution from the governor in 1880.

The property consists of a school building with eight rooms, valued at $2,000; a boys' boarding house with twelve rooms, valued at $2.000; a girls' boarding house with eight rooms, valued at $1,000; furniture and library valued at $500.

The object of the school is to give boys and girls a thorough preparation for college, or to give them a good, common school education.

The session lasts ten months, six months of which are the public term.

A full public school curriculum is carried on.

In Latin, the fables, Roman history, Cæsar, Cicero and Livy are read.

In Greek, the anabasis is read.

In higher mathematics, Wentworth's algebra, geometry and trigonometry are studied.

In higher English, Reed and Kellogg's higher lessons in English, Lockwood's lessons in English, and a short course in the study of English literature.

Ten boys and girls were prepared for college last year.

WAVERLY INSTITUTE.

E. H. RANDLE, PRINCIPAL.

The Waverly Institute during the fourteen years of its existence has never enjoyed a more prosperous session than during 1891 and 1892. The enrollment during each of the years aforesaid reached nearly 150 pupils, with an average of 115 in constant daily attendance. The new and growing interest in the study of the classics is evidence that the school is gravitating towards a higher plane—48 pupils in Latin; 8 in Greek; 6 in German; 58 in algebra.

We have in training for the university four young men, three of whom will enter next fall as Sophomores and one as Junior. We will have also at the annual closing in June, 1894, nine candidates for the degrees of M. E. L. and B. S., besides three post graduates who will receive the degree of A. B.

The school is supplied with a fine library of more than 1,000 volumes, selected with especial reference to the needs of the pupils.

Good chemical and philosophical apparatus and a museum of curiosities for the elaboration and illustration of natural science, not to be surpassed in any school, perhaps, outside of the State university. Two debating clubs and two literary societies that hold weekly meetings, wherein are discussed the leading issues of the day. The school sustains a faculty of six teachers subject to the principal.

The building was erected and furnished at a cost of $5,000. It is a two-story frame, large and spacious, in the midst of pleasant and attractive grounds; large double galleries in the front and rear. It is supplied with patent individual desks and has a seating capacity in the hall alone for 100 students. The primary department is similarly furnished with double desks and seats forty to fifty pupils.

There is a demand for the graduates of the institute in the schools of the county, and they readily find employment at paying and increasing salaries.

We have at this time an enrollment of 125, which is an increase over last year, more in the advanced grade of the students than in numbers.

Preparing young men for a university course is one of the specialties of this school. Arrangements are made with the University of Mississippi and with the S. W. B. University, of Jackson, Tenn., to receive pupils from Waverly Institute on certificate, without examination. We also make a specialty for young ladies wishing to take a post-graduate course.

WHITWORTH FEMALE COLLEGE.

L. T. FITZHUGH, PRESIDENT.

This institution of learning for the higher education of girls was founded in 1860. Its success, since its establishment, has been phenominal. Over 400 young ladies in this and contiguous states have received their diplomas from this college, and they are making their influence felt on the educational interests of their states. The college is under the auspices of the Mississippi Conference, M. E. Church South. It has no endowment, but has always had a large patronage. The buildings are large and commodious and are heated by steam. The value of the college property is $75,000; that of the furniture, apparatus, etc., is $7,500. Number of volumes in library is 500

The course of study for the first two years embraces subjects usually taught in the graded public schools, and that of the last two years, subjects not taught in these schools.

The number of pupils studying Latin is forty, the sciences fifty, and mathematics beyond arithmetic seventy-five. The faculty consists of fifteen officers and teachers. None but professional teachers are employed. The work done in all departments is thorough and will stand any sort of test.

The increased efficiency of the public schools in the state has obviated the necessity of continuing the primary and preparatory classes in the college.

WINSTON NORMAL HIGH SCHOOL.

H. LYNN M'CLESKEY, PRINCIPAL.

During the summer of 1893 the building was enlarged and repaired, and although not complete, I suppose its value to be $800 or $1,000. The rooms are furnished with stoves and patent desks. Last year there was an enrollment of 108. There were several prepared for college last year, but have not left here because a collegiate course in the sciences, mathematics and Latin has been added to the other grades.

The course calls for the degree of B. S., when it is satisfactorily completed.

We have a B. S. class of nine members. Their mathematics now is trigonometry, science, physics; Latin, two classes, beg. Latin and Ovid. There are about a dozen now in the junior scientific class, and twenty-five or thirty in the teachers' class, and the remainder of the enrollment is distributed among the lower grades.

Our school was incorporated by the legislature of 1888. Three departments are sustained—literary, music and art.

NARRATIVE AND STATISTICAL REPORTS

—OF—

SEPARATE SCHOOL DISTRICTS.

ABERDEEN.

M. ROSE, SUPERINTENDENT.

The cut, being a front view, does not show the main part of our school building which extends back from the tower. The cost and plan of the building were given in the last biennial report.

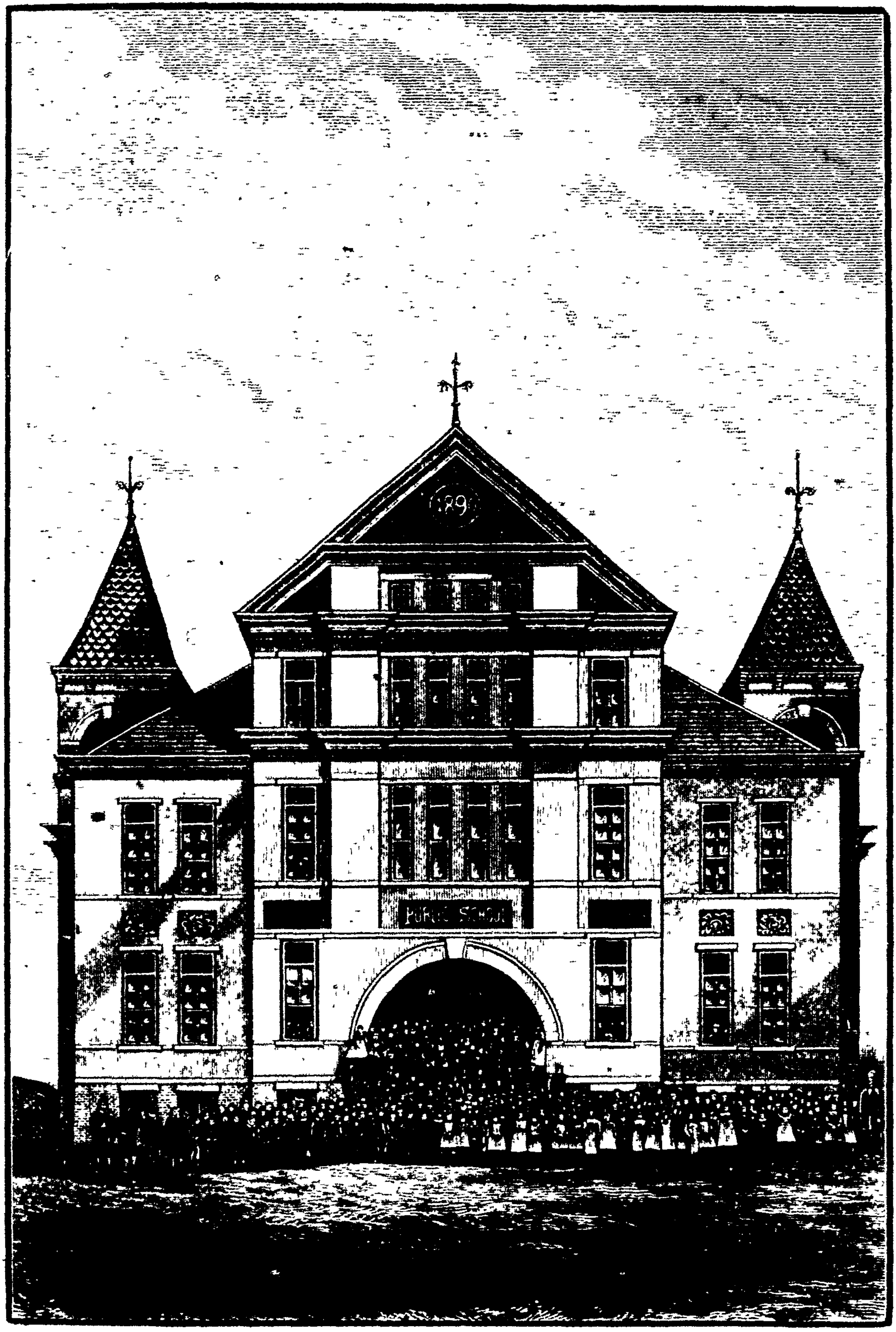
After three years use the building and furniture are in excellent repair. The Ruttan system of heating and ventilation is a perfect success. This building, which is the most beautiful in the State, is an ornament to Aberdeen and the pride of her citizens. It is elegantly furnished with every necessary convenience for the comfort and welfare of the pupils.

The school is thoroughly graded, and, by great effort, the pupils have been placed this year sufficiently low in their grades to avoid the too-common " word calling " and " mind stuffing " process that result from grading too high.

The high school course begins in the eighth year. The studies in this grade are rhetoric, general history, higher arithmetic, Latin and word analysis; in the ninth grade, literature, history, algebra, geometry, word analysis and Latin; in the tenth grade, literature, geometry, physics and Latin. In these grades there are thirty pupils. The total enrollment for this session is about 322 pupils.

Mrs. Kate Cox has charge of the first grade; Miss Clara Sims the second grade; Miss Ruth McDougal the third grade; Miss Julia Love the fourth; Miss Josie Bumpass the fifth.

The lowei grades to the fifth are seated in their respective rooms. The remaining grades are seated in the study hall and taught by Miss Belle Killough, Miss Lucy Simpson, Miss Daisey Haughton and the superintendent. Miss Kil-


1889
PUBLIC SCHOOL

PUBLIC SCHOOL BUILDING, ABERDEEN, MISS.

lough has charge of the hall and teaches literature, rhetoric and United States history. Miss Simpson teaches mathematics; Miss Haughton teaches general history, sixth grade grammar, sixth grade geography, physical geography and civil government, seventh grade grammar, tenth grade arithmetic and Latin and taught by the superintendent.

Mrs. N. N. Hatch and Miss Lula Sims have charge of the department of music, Miss Susie Douglas the department of art, and Miss Annie Jonas the department of elocution. These departments, though supported by tuition, come under the management and afford very superior advantages to our boys and girls.

The colored school building is a good framed building, comfortably furnished with desks and necessary apparatus. The school is thoroughly graded with eight grades in the course. J. A. Harman, the principal, with four assistants, is doing good work. He has enrolled this session about 280 pupils. The enrollment for both schools is about 600 pupils.

BOLTON.

CHAS. F. CAPPS, PRINCIPAL.

The school building is a substantial, two-story frame structure, containing seven rooms—four on the first floor, and three on the second. Only the three rooms on the second floor are used as school-rooms, the others being intended as music and art rooms, or for occupancy by teachers. The school-rooms are well furnished with the latest style of furniture, and are fairly well supplied with maps, charts, etc.

The entire cost of the lot, building and furnishings is between three thousand and three thousand five hundred dollars.

Below the high school department there are nine grades. It is intended that a pupil shall complete one grade in six months. The school year contains nine months, so that promotions occur in March and December. The work in the graded school occupies six years.

The work in the high school covers three years; the three first divisions occupying six months each, while a whole school year is devoted to the last. The courses of study for each year are as follows:

Six months—Complete Chambers higher U. S. history; penmanship; complete Swinton's word analysis; first half Wentworth's high school arithmetic; Maury's physical geography complete to page 181, Wentworth's algebra; Bingham's Latin grammar and Harkness' Latin reader; first half

Waddy's composition and rhetoric; Peterman's civil government.

Six months—History of Mississippi, complete Wentworth's high school arithmetic; penmanship; Steele's physics; Wentworth's algebra to page 234 and review; three books Cæsar; complete Waddy's composition and rhetoric; three books Wentworth's new plane and solid geometry.

Six months—History of Rome—Myers; complete Wentworth's algebra; complete five books Wentworth's new plane and solid geometry; Steele's zoology; two books of Virgil's Æneid; English and American literature, including selections from best standard authors, prepared for class use.

Nine months—General history, Myers, or any good work; complete geometry, complete Wentworth's plane trigonometry; Steele's geology; Cicero de Senectute et de Amicitia; principles general grammar.

There are now in the high school twenty-one pupils pursuing this course of study, but only two who will complete the third year's work in 1894.

The primary work is in the hands of a skilled and experienced teacher, who is reaching very satisfactory results.

Financially the school is on a firm basis, all expenses being met by taxation in the district, together with a very liberal State appropriation.

It is the intention of the present management to make this such a school as that the youth of the community may secure a thorough academic education at home. Present enrollment 105.

FACULTY.—Chas. F. Capps, principal; Miss Willia Trotter, intermediate department; Mrs. J. H. Williams, primary department; Miss Stevenson, teacher of music.

The school library is small, having been begun only last year. It contains between fifty and sixty volumes.

BRANDON.

S. R. CURTIS, PRINCIPAL.

It has been about fifteen years since this school was established. The house is a frame structure, which originally consisted of two rooms, but within the past two years another room 30x30 has been added and the whole erected at a cost of $1,500. The house and grounds are valued at about $2,000, there being a dry rolling lawn of about three acres surrounding the building. The rooms are all furnished with the latest patent desks, together with tables, stoves and ample blackboard surface. The primary room has reading and number charts for the use of the little folks.

The school is graded, there being five grades below the high school course. In these grades are taught all the common public school branches, except physiology, natural philosophy and civil government, which are included in the high school department. Two years are devoted to high school work. The following are the branches taught in this department:

First Year—Advanced English grammar, higher arithmetic, beginning Latin, algebra, declamation, letter writing, rhetoric, civil government and penmanship.

Second Year—Anatomy and physiology, geometry, Cæsar and Roman history, natural philosophy, trigonometry, outlines of general history, debating and public speaking.

At present there are 12 studying Latin; 10 mathematics beyond higher arithmetic, and 12 the sciences.

There is also a commercial department connected with the school, in which are taught all the branches requisite to a business education.

It is the object of the school to prepare young men for college and also fit them for a practical business life.

A library consisting of cyclopedias, unabridged dictionary, biographies and other books of reference belongs to the school; all of which are daily consulted in school work.

The finances of the school are in very good condition, though no special changes have been made since the adoption of the new Constitution. This being a separate school district the school is supported by the public fund and additional fees charged for those branches not included in the public school curriculum.

The enrollment for the present session has reached seventy. S. R. Curtis is teacher of high school and commercial courses; Miss Fannie Jack of primary department.

BROOKHAVEN.

MISS LOU LOVELL, PRINCIPAL.

The building and equipments were described in the last biennial report.

The number of grades below the high school is seven.

The high school course of study is divided into two grades. In the eighth grade are taught algebra, book-keeping, composition, ancient history and physics; in the ninth grade are taught algebra, English literature, modern history, geometry, rhetoric and physical geography. At present there are twenty-two pupils in the high school.

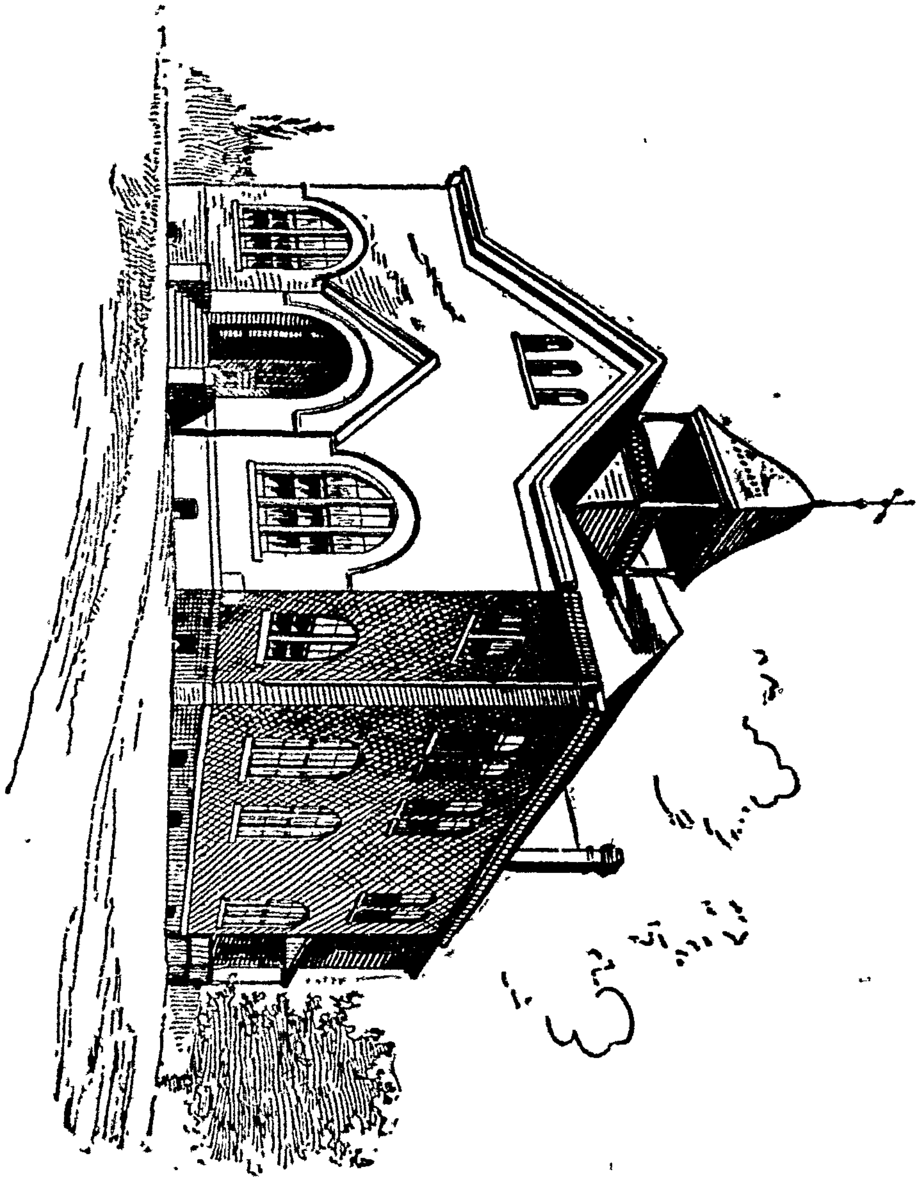
Owing to the early age at which children may and do enter school we use, during the first year of school work, many of the methods and devices of the kindergartners.

We call this year the chart class and it is preparatory to the first grade.

By close economy the school is maintained nine months, and the teachers are paid the amounts promised them.

The financial condition has not changed during the last three or four years.

In addition to the regular nine years' course of study provision has been made for instruction in music, Latin and elocution. For this instruction monthly tuition fees are charged. These classes were organized during the term of 1892–93. Each department is taught by a specialist. The patrons of the school show their appreciation of these advantages and each teacher has full classes.



BROOKHAVEN PUBLIC SCHOOL.

In the ordinary acceptation of the word, we have no library. We have a collection of books used for supplementary reading. For the first grade we have Harper's first reader; for the second grade, fables and folk stories phrased by Scudder and Hans Andersen's stories; for the third grade, Aunt Martha's Corner Cupboard, Seven Little Sisters and Each and All; for the fourth grade, Hawthorne's wonder book, Mara Pratt's American history stories, vol. I., and the Beginner's American history by Montgomery; for the fifth grade, Kingsley's Greek hero stories, the Nine Worlds and the stories Mother Nature Told Her Children; for the sixth grade, Ten Boys on the Road From Long Ago to Now, Church's stories from the Iliad and Lamb's tales from Shakespeare; for the seventh grade, Church's stories from Herodotus, Lady of the Lake, Burroughs' Birds and Bees; for the eighth grade, Evangeline, Plutarch for Young Folks, stories from Livy, Lays of Ancient Rome and Merchant of Venice. Of some of the books we have enough copies for class use.

The enrollment to date (November 24), is 212.

Principal, Miss Lou Lovell; assistants, Mrs. A. D. Ewing, and Misses Florence Atkins, America Oliver, Mamie Martin and Lillie Buie. Music, Mrs. A. C. McNair. Latin, Miss Edwina Burnley. Elocution, Miss Lulah Ragsdale.

CANTON GRADED SCHOOL.

The school buildings of Canton are inadequate and in a bad condition. There are hopeful reasons to believe that an effort will be made to erect a new building. The grounds are ample, and centrally located.

At the beginning of the present year, the school was graded upon a different plan from that which has existed before. We have now as many grades as teachers, six. Five below the high school.

Our work in the high school three years:

COURSE OF STUDY IN HIGH SCHOOL.

First Year.—Latin, Collar and Daniell's beginner's Latin book. Algebra, Robinson's elementary algebra. Rhetoric, Lockwood's English lessons. Physics, (one half year) Steele. Botany, (one half year) Wood. Essay work.

Second Year.—Latin, Cæsar. Algebra, mostly test work. Geometry. Wentworth. Geology, Steele (one half year.) Astronomy, Steele (one half year.) Essay work.

Third Year.—Latin, Cicero and Virgil. Trigonometry, Wentworth. General History, any reputable text. Common branches reviewed.

This is the high school course, in theory, but on account of methods of instruction, previously pursued, we have been forced to depart from it in some particulars in our work this year, but hope to be able to pursue the course mapped out next year.

We have a seven year course below the high school. The school is thoroughly graded from the primary department to the high school.

Our school is well attended and we have every reason to believe that the pupils are as interested and are doing as good work as those of the majority of similar schools of Mississippi.

Faculty: W. F. Pate, principal; M. A. Fort, first assistant; J. L. Alsworth, Miss Kate Hill, Mrs. McKie, Miss Cornelia Baughn.

COLUMBUS.

J. M. BARROW, SUPERINTENDENT.

During the present school year the white school has been so regraded as to add another year's work to the course of study. This has been done that we may prepare pupils for entering our State university and schools of like grades.

Below the high school we have eight grades. In the high school there are three grades of one year each. The course of study in our high school department is as follows:

NINTH GRADE—Reed & Kellogg's higher English, word analysis, mental arithmetic, written arithmetic reviewed, drawing, Latin and algebra; and State history and civil government for those who do not study Latin.

TENTH GRADE—Higher English, algebra, Latin, mental arithmetic, physiology and botany.

ELEVENTH GRADE—English literature, Latin composition, Cæsar and Virgil or Sallust, algebra completed, geometry completed.

Number studying Latin this year, 45; mathematics beyond arithmetic, 57; the sciences, 57.

The finances of our school are in good condition, and the teachers are all paid cash at the end of each month's services.

Under the new Constitution our income is considerably reduced, it now being necessary to levy 1⅛ mills tax to continue our schools nine months.

Our enrollment for the school year 1892-3 was 564 whites and 704 colored. The enrollment for the present year will be somewhat larger—about 1,300.

Faculty for this year, white teachers—Prof. S. M. Nash, Miss Ruth Koger, Miss Jennie Worthington, Miss Sarah Sherrod, Mrs. Westmoreland, Miss Blannie Shields, Miss Sallie Koger, Miss Mary Mayo and Miss L. A. Neilson.

Colored teachers—W. I. Mitchell, H. B. Brothers, Mrs. H.

E. Johnson, Mrs. Hester Moody, Mrs. Lulu Roberts, Miss Lettie Johnson, Miss Rebecca Harris and Emanuel Boyd.

The schools of the township continue nine month, except a small colored one in the extreme northeastern part, which continues five months.

CORINTH.

J. R. GRIFFITH, PRINCIPAL.

The progress of the public school at Corinth for the past few years has not been encouraging; first: because the people have been divided, and various private schools found food to keep themselves alive until this year; and second: the school building is poorly constructed and the grounds inadequate, making it a very difficult matter for a principal to carry through a term of school with any marked degree of success. But this year a change for the better seems to have set in.

At the close of last term, the trustees, encouraged by a stronger sentiment in favor of the public school, resolved to make extra efforts for the present term. The building was repaired at an expense of $500; twenty-four new desks of the latest patent were put in to take the place of some uncomfortable, home-made ones. The school was made entirely free for all grades for seven months in the year.

Our building is of brick, two stories, and valued at $3,000. It has seven rooms, four below and three above—three of which are study rooms and four for recitation.

The three study rooms comfortably seat about 200 pupils, but at present 228 are crowded into them; and two of the small rooms which are about 15 feet square, furnish seating space for 34 pupils.

The necessity for a larger and better equipped building is becoming more apparent every day, and the sentiment in favor of issuing bonds to build a new one is growing. It is possible, if not probable, that 1894 may see the good work accomplished.

The school was regraded at the beginning of the present term, and work covering eight years or grades was laid out as a common school course. It includes all the branches placed on the free list by the State, but physiology and natural philosophy are taken up again in the high school for more thorough investigation.

Our high school course is as follows:

First year—Higher arithmetic, algebra, Latin, rhetoric, physiology, botany and debating.

Second year—Algebra, geometry, Latin, natural philosophy, chemistry, essays in United States and English history and debating.

Third year—Geometry, trigonometry, English literature, astronomy, geology, essays in general history and public speaking.

At present about twenty-five pupils are in the first year high school, and six in the second year.

We have started a library this year, and thus far have succeeded in collecting over a hundred books.

Teachers and salaries—The teachers for the present term are: Miss Lena Elgin, Miss Sallie Young, Miss Lowrey Bills, Mrs. Fannie Allen, Miss Mamie Martin and Miss Laura Dalton.

The first and second assistants are paid respectively $60 and $50; the third, fourth and fifth, each $40; and the sixth $20.

CRYSTAL SPRINGS.

T. L. TRAWICK, PRINCIPAL.

Our commodious building, erected four years ago, after the most approved plans, cost in the aggregate $10,000, with an additional thousand for furniture and blackboards. A two-story building with same plan above as below, a large hall on each floor, in which the pupils are seated during periods of study, while on each end of these halls there are recitation room, to which the children repair for their recitations. At the entrance of these halls there are two rooms, one for either sex, in which the children leave their lunch and wraps.

By an approved schedule of recitations, no two periods follow each other in the same grade, affording time for the student to prepare or review his recitation before reciting. The periods of recitation for all grades are of a half hour's duration, and the change is announced by a programme clock, an electrical device, invented by the principal, which rings a gong in each recitation room. The marching to and from the recitation rooms and in and out the building is to music.

There are seven grades below the high school department and the studies in these are on a parity strictly with the branches taught in the ungraded school of the country.

Three years are devoted to high school work; in the eighth grade Latin is begun, also algebra, physical geography, rhetoric and English history. The ninth graders complete algebra, botany, physics, general history, read two books of Cæsar and two books of the Aeneid, study rhetoric and composition and begin Greek. In the senior year the class reads the odes and epistles of Horace, completes geometry begun in the ninth grade and finish plane trigonometry, read three books of the Anabasis, complete Goodwin's Greek grammar and Taine's "History of English Literature," and Merivale's history of Greece. A high curriculum, but one that we are doing good work in. We prepare for the sophomore class in the State university.

In the high school department there are at present sixty-eight pupils, all of whom study Latin and mathematics, the former being made compulsory on the pupils. Eighteen pursuing Greek. The primary department is in the hands of two competent teachers, especially trained for the work.

The financial condition of the school is at present not so flattering, owing to quite an item of indebtedness allowed to accumulate year by year, until it is almost impossible to pay it off without funding it.

LIBRARY.—On the upper floor are two rooms 10x10 feet, especially fitted up for a library and reading room, accessible at all hours of the day for consultation, both for teachers and pupil.

The board elected Miss Mary Fulgham librarian, who has complete control of all funds and books belonging to the library. At present there are more than 1,000 volumes, including several different encyclopedias, international dictionary, all the poets, works of standard authors of fiction, miscellaneous writings, biographies, and all the standard histories of England, Greece, Rome, classical dictionaries, etc., in the aggregate valued at $2,000, making as we believe the best public school library in the State. In connection with this there is a museum department of specimens, both geological and reminiscential, all the native rocks of the country, besides quite a number of foreign specimens, and not a few Indian relics of pottery, arrow heads, etc. The library has a membership of over 400 at present, quite a number being citizens of the town and residents in the adjacent country. This feature of the school is deemed by all to be the link to bind the patron and the school together.

Present faculty: Miss Mattie Linfield, salary $50; Miss Margaret Lackey, salary $50; Miss Mattie Barrington, salary $50; Miss Marie Menger, salary $50; Miss Lucy Stewart, salary $50; Mrs. George Newton, salary $50.

DURANT.

WM. J. HUMPHREY, PRINCIPAL.

BUILDINGS.—No changes have been made in our buildings since the last biennial report, except such necessary repairs on the interior as to make the apartments comfortable. The demands and necessity for more comfortable and more commodious rooms become more apparent each succeeding term. We are now crowded to full capacity. We are provided with the patent folding desks and seats, a few wall maps and a few black-boards of inferior quality.

GRADING.—The school was organized on Sept. 18th, with the following grades: Primary department—1st and 2d grades. Intermediate department—3d and 4th grades. Grammar school—5th and 6th grades. High school—7th and 8th.

The high school work consists of a two years' course:

FIRST YEAR—(7th grade) course: begin Latin; higher English and composition; elementary algebra; higher arithmetic to percentage; word analysis; writing and business forms.

SECOND YEAR—(8th grade.) Latin continued; English and composition continued; higher arithmetic finished; physics; plain geometry; civil government.

We have in Latin about 15 pupils; in mathematics, beyond arithmetic, 35 pupils; in science 16 pupils.

Special primary work is conducted by Mrs. M. J. Gardner in a separate building. In the main building the Hall system, lately introduced, is eminently successful and entirely satisfactory to the faculty, giving opportunity for more efficient class work in all the departments.

Enrolled during the term 1892-93, 171; enrolled present term to Nov. 28, 192.

The colored people here have built a new house which will be ready for use in a few days, and will amply accommodate their school. It is estimated to cost $1,000. The course of study is the public school curriculum.

Enrolled, term 1892-93, 148; present term 173.

FACULTY—Graded high school (white)—Wm. J. Humphrey, Principal; Guy McLellan, Miss Cecile Ramsey, Mrs. M. J. Gardner, Mrs. M. E. Howard, assistants.

COLORED SCHOOL—E. M. Porter, Principal; Mrs. M. J. Patterson, Samuel A. Porter, Assistants.

ELLISVILLE.

G. W. TURNER, PRINCIPAL.

In 1891 some of the leading citizens of Ellisville, not contented with the school as conducted on the usual county school plan, set about the matter and formed a separate school district. A large brick building was erected at a cost of between $8,000 and $9,000. A seven room, two-storied building, with large and commodious rooms and spacious cross halls, was completed, and patent seats, maps, and charts were supplied, and on the 10th of November, 1892, the new building was occupied by the principal and two assistants, the school having increased from 75 to 160. Soon after occupying the new building and grading the school according to advancement into six grades, two grades to each teacher, it was found that another teacher was indispensable. The third and fourth grades were then divided and a teacher allotted to each.

The first session of seven months closed, to the entire satisfaction of the trustees and patrons, about the first of May. The present session opened the second Monday in September. The school now numbers 182, and a fourth assistant has been employed.

There are 5 students in Latin; 12 in algebra; 10 in physical geography; 9 in civil government, and 10 in natural philosophy.

The tuition from non-residents is sufficient to pay the salary of one teacher. The school is in a fine state of discipline; and solid progress is being made in all the grades. We have no cut of our building to accompany this report.

The influence of last summer's institutes and normals is easily perceptible for good in all our schools for both races.

ENTERPRISE.

JAS. F. BOYDSTUN, PRINCIPAL.

It is the policy of our school to spend twenty or thirty dollars a year for apparatus, and thirty or forty more for books, the latter amount being paid in by regular subscribers to this fund. Our apparatus is worth $150, and includes such helps as a telluric globe, a high grade microscope, and a chemical outfit. The library contains more than two hundred books, selected principally for the use of classes in history, science and English. One hundred and thirteen books were taken from the library in the first two months of the present session.

The high school work requires two years for its completion, and we have six grades below this division.

The seventh grade finish Well's philosophy, Reed & Kellogg's high English, the first three books in Cæsar, the practical and intellectual arithmetics, and take a short course in ancient history and physical geography.

The eighth grade are expected to learn to analyze plants, to handle apparatus and write reactions in chemestry, to finish Kellogg's rhetoric, Ray's algebra, and four books in Vergil.

Pupils are given one year of review work, at the end of the seventh year.

We have 20 pupils in Latin, 7 in algebra, 2 in geometry, 8 in philosophy, 5 in chemistry, 4 in botany and 10 in physiology.

We use the following order for our daily work: 1st, reading and history; 2d, gymnastics; 3d, mathematics; 4th, sciences; 5th, Latin; 6th, writing and drawing.

One half hour each day is devoted to exercise with wands, dumb-bells and Indian clubs. The order of the exercises is carefully arranged and is heavy enough to produce shortness of breath and considerable temporary fatigue. More attention is paid to having the work done with correct and hearty action than to time and regularity of movement.

As to moral training, we can necessarily say but little. We take the Bible as our standard and try to lead our pupils to do their work with God's will as their criterion; still we depend far more on helping and causing our pupils to act from right motives than upon sermons.

Enrollment November 22d, '93, 112.

Teachers—Maggie Kelly, Ida Brockman, assistants; Jas. F. Boydstun, principal.

The school was founded in 1890, with W. M. Buckley, F. Deas, W. G. Fox, W. H. Chambliss and F. Kamper, trustees, and J. F. Boystun, principal.

EUPORA.

D. HARMON, PRINCIPAL.

In May 1892, our town was made a separate school district, and after one year's trial the entire town is of the opinion that it was a step well taken.

The school is on a solid financial basis, and teachers' salaries are paid monthly.

We have a two-story frame building 70x44 feet; four recitation rooms on first floor and a hall above; valued at $2,000; over two acres in school grounds.

Number of pupils enrolled at present, 155; number of grades below high school, 6; number of grades in high school, 4; number of pupils in high school department, 30; number of pupils in Latin, 18; number of pupils in science course, 24; number of pupils in English course, 30.

Text-books used—Arithmetic, Robinson, Ray; geography, Swinton, Houston; readers, Swinton; history, Eggleston, Meyers; grammar, Harvey; spelling, Swinton; algebra, Ray, Schuyler; geometry and trigonometry, Brooks; surveying, Wentworth; Latin, Chace and Stuart; English, Lack-wood; literature, Swinford; science, Steele's fourteen weeks.

The school is under very favorable auspices. Much interest in school work is manifested. Pupils, teachers and patrons are working in harmony for the advancement of the school.

Colored school has about 30 pupils enrolled. J. H. Quinn is teacher.

GLOSTER.

GEORGE D. FREE, PRINCIPAL

This school opened its first session October 2, 1893, with 122 pupils and at the end of the second month had 225.

The school is undenominational. The building is a magnificent structure just erected, and equipped at a cost of $8,500. It contains all necessary modern appliances, viz: desks, maps, charts and globes. It has eight elegant recitation rooms and a commodious hall, in which the pupils prepare their literary work under the guidance of the principal and monitress.

The people are a unit for education, and all factions that have hitherto existed, have vanished, and the school is now well disciplined and patronized.

This is the summary at end of second month of its existence:

Pupils in primary course, 47; intermediate course, 148; high school course, 35; music course, 21; art course, 12.

The school has a beautiful campus containing five acres, admirably located, well drained and fenced.

The people are contributing to the library valuable books of biography, history, fiction and reference.

A continued effort will be made until a fine library is secured. It is indispensible to the school.

Our teachers are graduates, and very efficient, taking great interest in their work. They are G. D. Free, principal of methods and English, $80; J. R. Edmunds, mathematics, science and Latin, $40; Miss Thurya Lamkin, monitress, $25; Miss Maude B. Hawkins, geography and history, $40; Miss Yettie Williams, primary course, $50; Miss Addie Garron, music and German, $40; Miss Ida McMillan, art and reading, $50.

GREENVILLE.

E. E. BASS, SUPERINTENDENT.

During the past Summer, the school board added a frame building, 30x60 feet, in which our first and second grades are accommodated. These rooms are well lighted and ventilated.

Washington county has conveyed to this separate school district the old court house property, and as soon as the board feel able, to improve it, the above building will be converted into a gymnasium.

The main building remains the same, as reported in your last biennial. We have this month added twenty-five new desks. On the above improvements and other repairs about $2,000 have been expended.

The 3d, 4th, 5th and 6th grades are taught on the second floor; studying and reciting in the same room. We have adopted the hall system for the grades above and including the 7th, and are well pleased with the result of the change.

The 9th, 10th and 11th grades constitute one high school, and covers a period of three years.

Work for first year—In English, Lockwood's English and Kellogg's rhetoric begun; selection from seven American and seven English authors. We aim to master at least one complete work from each author. This year we have already had Julius Cæsar and Irving's "Sketch Book." History: United States and Lowry's History of Mississippi reviewed, with civil government. Will take up English history in Spring term. Word analysis: physical geography and physics, Mathematics: arithmetic reviewed and applied. Wentworth's school algebra to equations of second degree. A mastery of the declensions of nouns and conjugation of verbs in Latin, text Gildersleeve.

Work for second year—Kellogg's rhetoric; studies from authors continued as above. The work done this year in "Hamlet" and Addison's "De Coverly Papers," has been most satisfactory. History: English history completed and Meyers general history begun; science, botany and zoology, making each as practical as possible. Mathematics: algebra completed and plane geometry. Latin: two books of Cæsar inductively taught. Grammar and prose composition, phonography.

Work for third year—English literature on the laboratory plan. History: general history completed with Ginzot's history of civilization; science, chemistry and astronomy; political economy. Latin: two books of Cæsar's wars; two of Cicero's orations or the same from Virgil's Eneid; mathematics, geometry completed; phonography, Bullfinch's "Age of Fable" and "Age of Legends."

Penmanship, drawing, vocal music and free gymnastics are required in all the grades. This year for those in high school grades, we shall introduce the elements of book-keeping as a substitute for the daily pen work.

Our "field day," just past, has grown to be an important feature. There is great interest manifested in it by our citizens, and we can see its good effects in a steady growth in physical manliness and womanliness. We think we can easily claim the best high school foot ball eleven in the State. "Arbor Day" has furnished us much pleasure and supplied our yard with trees. "Our Chrysanthemum Art Show," managed by the girls. has supplied our reading room with the following magazines: Harper's Weekly and Young People, St. Nicholas, Cosmopolitan, Review of Reviews. We also have "author's day," one assigned to each grade.

Since we last reported, we have bought a $375 piano, and with exception of $40, given by city council, will make last payments in Spring.

Number enrolled in school current year, 455; males, 212; females, 243. Total average attendance during November '93, 424; males, 191; females, 233. Total number in high school, 53; males, 14; females, 39. Number studying algebra and geometry, 53; Latin 41.

CORPS OF TEACHERS, 1893-94.

E. E. Bass, principal; assistants, Miss Ella Darling, Miss Ora Arnold, Miss Emma Bealle, Mr. B. F. Beauchamp, Miss Mary H. Trigg, Mrs. Bettie Gilliam, Miss Estella Ailles, Miss Elise Stone, Miss Carrie Mann, Miss Narcisse Johnson. Substitute, Miss Anna Mozinski.

Our school library, bought with money made by school entertainments, could not be dispensed with.

GREENWOOD.

SAMUEL HOLLOWAY, PRINCIPAL.

The school building is a frame structure, one story in height, forty feet wide by one hundred feet long; it contains four rooms and two cloak rooms. There is a large room used as a study hall and recitation room combined; in the rear of this are two recitation rooms of the same size. In front of the study hall is the room used for the primary grades; this is flanked on either side by two small cloak rooms, and is connected with the study hall by folding doors. The cost of the building was $2.875; it is well ventilated and well heated, and is supplied with patent desks, maps, charts, globes, blackboards, a fine water tank, etc.

The entire school property, including building, furniture, outhouses and lot (about one-third of an acre) is worth about $4,000.

When erected, the building was admirably adapted to the needs of the town; but the town, and consequently the school, has grown so that now both the building and the grounds are far too small to accommodate the number of pupils who attend, and in the near future additional rooms will have to be provided. The people of Greenwood are noted for their progressive spirit, and I doubt not that we will soon have a large, handsome brick building.

The present principal took charge of the school in the fall of 1892. and finding that the school had never been graded, he proceeded to grade it, following very closely the system in use in the Oxford Graded school. The session is divided into two terms of four and one-half months each, and the work in each grade is completed in a year. So far I have found need for but nine grades, but of course additional grades will be provided as the growth of the school may demand. While we have no separate department known as the high school, still we carry on a good deal of high school work; we have classes in Latin, literature, algebra, history of England, general history and physical geography. At present we have 9 pupils in Latin; 8 in algebra, and 8 in philosophy.

Our board of trustees left the selection of the remaining teachers with the principal, and in my opinion this is by far the best plan. Perfect harmony and concert of action exist between the principal and the ladies who assist him.

I believe I am justified in saying that the school is making good progress; the teachers are thoroughly imbued with a due sense of the dignity and responsibility of their work, and the pupils, as a rule, respond admirably to the efforts of the teachers; the utmost good feeling seems to exist between teachers and pupils, and consequently good discipline is easily maintained.

The principal is heartily seconded in all his efforts to build up the school by the gentlemen composing the board of trustees, and we hope in a very few years to have a school the equal of any in the State.

Our enrollment this year is 152. The faculty is composed of Samuel Holloway, principal; assistants, Misses Emily Butt, Mary Brooke, Alice Shields. The principal receives $100 per month; each assistant. $50.

GRENADA.

S. A. MORRISON, PRINCIPAL.

We have one of the finest school buildings in the State, located on large and well adapted grounds in the central portion of our town. The building made of brick contains ten rooms and a basement. On the ground floor are six rooms, two of which have a seating capacity of 100 each. The other four used as class rooms will comfortably contain a class of fifty pupils each. On the upper floor are four rooms, one large hall, seating capacity 250. On one side of this hall with a passage way between, are two class rooms, same as on ground floor; on the other side is one large room extending full width of building and capable of holding 100 pupils. All the class rooms are well fitted with good blackboards. The building and grounds cost a total of $15,500, to raise which bonds were issued that have not yet been entirely paid off. The attendance has always been more than we could handle with effect. The separate district has been much abused by outsiders, to such extent was this carried that the trustees were compelled to put a stop to it. The heavy burden already upon the town and the limited number of teachers made this necessary. Our enrollment for 1891–92 was 354, for 1892–93 was 308, and this term bids fair to exceed 1892–93.

Our work is divided into three departments and each department into three grades.

High school department is composed of seventh, eighth and ninth grades.

In seventh grade the following: Kellogg's higher lessons, elementary algebra, Robinson's arithmetic, Maury's physical geography; Latin, Bingham's reader and grammar combined; literature, American classics and Mississippi history (Lowry and McCardle).

Eighth grade.—Rhetoric Lockwood's; higher arithmetic, Wentworth's higher algebra, Steele's physics, Thalheimer's English history, Latin, Cæsar with Harkness' grammar.

Ninth grade.—Wentworth's geometry, Swinton & Myers universal history, Stelle's geology, Rhorer's book-keeping, logic, if class prepared for it, literature, American poems, Latin, Virgil with Harkness grammar.

Our school term is nine months. We have three examinations during the term and an average of 65 per cent. is required before a pupil is promoted to the next grade. The "new constitution" has had a decidedly beneficial effect upon the district. The school is in a prosperous condition and the future appears flattering indeed. The enrollment so far is 271. We have forty pupils in algebra, fifty-six in the sciences, nine in Latin and four in geometry. We have a fine globe, a sufficiency of maps, reading charts, abacus and Yaggy's anatomical and geographical charts. As yet, we have no library, but we are adding more and more of school necessities as we can.

Our faculty for '93-'94 as follows: Mrs. M. E. Ayres, Miss M. B. Ballard, Miss C. L. Fried. Primary department, Miss M. C. Lusk, Hall Manager; Misses Young, Moore and Aven, intermediate and high school departments.

Colored school.—A neat and commodious frame building, total cost $2,500. Course of study same as white. Length of term nine months. Number of teachers four. Enrollment 175. Principal, H. H. Henderson.

HATTIESBURG.

E. J. CURRIE, PRINCIPAL.

The Hattiesburg school, under the present management, has been in operation so short a time that it is almost impossible to give the information you ask.

The buildings are wood and by no means of first-class character. They are very well seated with comfortable desks. We have no globes, maps, charts or any thing of the kind. The estimated value of buildings is $2,000.

We have not had time to grade school property yet, hence cannot answer this question. Have no high school department, though 16 students in Latin, 17 in algebra, and 12 in natural philosophy. Have barely money sufficient to run school seven months. Have no library.

Present faculty: E. J. Currie, principal; Mrs. Mattie Travis, Miss Ame Edmends, Miss Mary Lou Keith, assistants.

HAZLEHURST.

W. W. RIVERS, PRINCIPAL.

The school was chartered by the legislature of 1888, and has been in operation ever since. The town issued 20-year bonds to the amount of $23,000, with which amount the present beautiful structure was erected.

The building is three stories high, built of red brick and handsomely finished

There are two basement, or floor rooms, four rooms on the second floor, and two recitation rooms and assembly hall on the third floor. We have eight commodious recitation rooms besides the assembly hall. The building is heated with hot air, and almost perfectly ventilated. The rooms are furnished with comfortable desks, maps, charts, globes, etc. In connection with the school is a music department and the school owns the piano.

Each teacher has charge of one grade, which is seated in her own room.

The school is divided into primary, intermediate and high school departments. There are nine grades. The first three grades constitute the primary; the fourth and fifth the intermediate, the sixth, seventh, eighth and ninth the high school.

EIGHTH GRADE—(high school.) University algebra, literature, natural philosophy, civil government, rhetoric and Latin.

NINTH GRADE.—Plane and solid geometry, chemistry, Latin, bookkeeping, general history, review of common school branches during last three months, Latin, Greek or French optional.

We have twenty pupils studying Latin; fourteen studying algebra and geometry and seventy-four in the sciences.

By levying a five mill tax sufficient revenues are obtained to support the school. The revenues of the school are about 13 per cent short as compared with the last year under the old constitution.

The school will soon have a good teacher's and student's library; funds are already on hand for purchasing the same.

FACULTY for 1894.—W. W. Rivers, Principal, salary $100; A. J. Warren, 7th grade, $60; Miss Minnie Frederick, 6th grade, $40; Miss Mary Miller, 5th grade, $40; Miss Lula Anding, 4th grade, $40; Miss Lola Lockhart, 3rd grade, $40; Miss Sadie Thompson, 2nd grade, $40; Mrs. E. W. Sorsbye, 1st grade, $40; Miss Carrie Redding, music, $50.

HOLLY SPRINGS.

W. A. ANDERSON, PRINCIPAL.

Since the opening of the present term in September, we have had 25 pupils in Latin; 5 in Greek; 21 in algebra; and 16 in science. Our financial condition enables us to continue the school 9 months. Since school opened, we have enrolled 142 pupils.

The faculty consists of four teachers: W. A. Anderson, Principal; A. D. Chesterman, first assistant; Miss D. E. Lucas, second assistant; Miss S. L. Andrews, third assistant.

JACKSON.

J. C. HARDY, SUPERINTENDENT.

No additions have been made in the way of school buildings since your last report, but the attendance has so increased, that it is the purpose of our school board to erect a building in the western part of the city by the beginning of another session. Since my last report to you, we have added four more teachers to our faculty. The same number of rooms have been fitted up, and the necessary equipments supplied. The board has also recommended to the Board of Mayor and Aldermen, that a new building be erected for the colored school.

There are seven years below the high school, and three years in high school.

COURSE OF STUDY IN HIGH SCHOOL.

First year.—Robinson's elementary algebra, Collar & Daniell's beginner's Latin, Maury's physical geography, Markham's history of England, arithmetic reviewed, general exercises in spelling with composition, vocal music, supplementary reading Tales of Shakespeare, Scott's Ivanhoe and Guy Mannering, and other selections made by teacher in charge.

Second year.—Geometry (Wentworth,) Latin (Cæsar,) general history, Gage's physics, lessons in language, composition and rhetoric (Lockwood,) vocal music, supplementary reading.

Third year.—Latin (Virgil,) trigonometry (Wentworth,) civil government (Fiske,) English literature (Kellogg,) critical study of one of Shakespeare's plays.

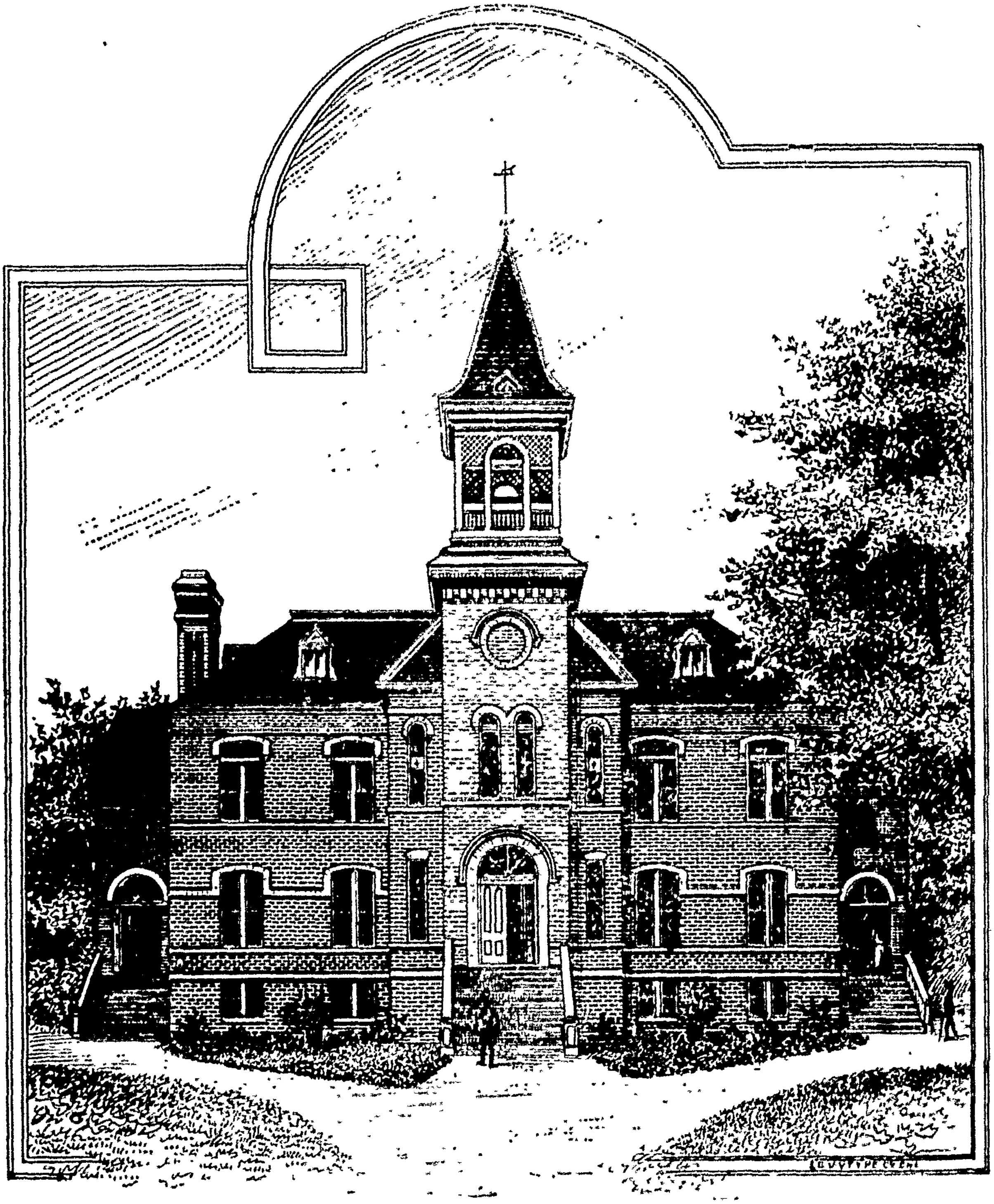
In the first year, we have forty-three in Latin, and forty-five in mathematics and science. In the second year, we have ten in each branch, and eleven in third year, which makes sixty-six in the high school department. By referring to my report of two years ago, you will see that this is about double the number then in the high school.

While we feel proud of the progress made in this department, and have spent much time and thought in enriching its course of study, yet our greatest efforts have been directed to the lower grades, knowing that the great masses of the children can never reach the high school, but must be educated, if at all, in these grades.

We have not yet undertaken the kindergarten work proper, but our primary grade, under Miss Ida Raines, has been greatly emproved. All our primary teachers are doing twenty-five per cent. better work than ever before, due, to a great extent, to the splendid drill received under Miss Minnie Holman, at the Lake Normal last summer.

Some apprehension was felt in the early fall that the school could not continue the full session on account of the loss of several thousand dollars from liquor license which had expired and could not be renewed; but a sufficient tax was levied, and our schools are now upon a better financial foundation than ever.

Our library contains over five hundred volumes, and we are constantly adding to it as we can get the means. We have been paying special attention to books of reference, which are used by both teachers and pupils in the preparation of daily recitations. In addition to the library, the school owns about $50 worth of books used for supplemen-



JACKSON GRADED SCHOOL.

tary reading from the first grade to the tenth. I consider this a great step forward in the teaching of reading, as a taste for the best literature is thus formed which the ordinary readers fail to accomplish. I have not space to fully discuss the subject, but commend it to the teachers of the State.

The enrollment in our schools this session is fifty per cent. more than it was two years ago, when I took charge.

The enrollment up to date for year 1893-'94 is, boys, 322; girls, 353; total, 675. Average attendance boys, 265; girls, 285; total, 550. The cost per capita for the average attendance is $1.42 per month. The cost per capita for the average attendance of the colored school is 83cts., per month. The enrollment up to date for both white and colored, is 1,275.

Faculty: J. C. Hardy, Superintendent city schools; E. L Baily, principal of high school; Miss Lorena Duling, principal primary hall; Miss Annie Hemingway, in charge of piano, and teacher in fourth grade; Miss Emma French, in first grade; Miss Rosa Wolff and Iola Tapley, in second grade; Mrs. McWillie and Miss Mai Shelton, in third grade; Miss Mary B. Green and Miss Hemingway, in fourth grade; Misses. Annie Buckley and Eda Burlack, in fifth grade; Misses Granberry and Burlach, in sixth grade; Mrs. O. O. Wall, in seventh grade; Miss Sophie Bachman, in eighth grade; Mr. E. L. Bailey, in ninth and tenth grade.

KOSCIUSKO.

G. F. BOYD, SUPERINTENDENT.

The public school building is an old one and very inconvenient. It is composed of a main building of brick to which frame buildings have been added as the demand required. It is without special design but large enough at present and comfortable.

The school has undergone a radical change of grading within the last two years, and is now working under an excellent system of grading and general management. And though at first it was met with violent opposition, the school now is working with more general satisfaction than ever before.

The school is divided into eleven grades, with the two highest grades devoted to high school work.

COURSE OF STUDY IN HIGH SCHOOL.

FIRST YEAR.—Latin, (Collar & Daniel); Ray's elementary algebra; Hart's rhetoric and composition; Cutter's physiology; higher arithmetic; history of Mississippi and American literature.

SECOND YEAR.—Latin (Cæsar;) Allen & Greenough's grammar; Ray's higher algebra, Wentworth's geometry, civil government, Steele's physics and chemistry and English literature and authors.

The number of pupils in the high school department number respectively six and nineteen.

The grades are being raised each year to be made auxiliary to the university.

There are now twenty-four pupils studying Latin, algebra and the sciences above named, and six pupils studying geometry.

The graded work has only been in operation two full terms of nine months, and has been raised each year and will be until it copes with other high school work of similar schools.

The teachers are required to meet once a month in institute work conducted by the principal. The work is unquestionably profitable to principal, teachers and the general interest of the school.

We have no library, but feel the need of one and have organized a society, the proceeds of which will be expended in supplying our great need.

The regular term consists of nine months, with faculty as follows:

G. F. Boyd, Superintendent, $100; M. G. Campbell, 1st assistant, $60; M. F. Williams, 2nd assistant, $50; Miss Lula K. Stokes, 3rd assistant, $40; Miss Minnie Todd, 4th assistant, $40; Mrs. M. E. Leonard, 5th assistant, $40; Miss Sallie Riley, 6th assistant, $40.

The entire enrollment for last term was 266, and for the present term, up to date, Nov. 25, 254. The prospects are that the enrollment for the present term will exceed that of last term.

The building for the colored school is much better adapted to their work than the building for the whites.

The colored school is now using the grading and government of the white school for the first time and good results are already very perceptible.

The enrollment to date for this session is 135, and three teachers are regularly employed at the following monthly salaries:

A. B. Poston, Principal, $60; Miss Winnie Snow, 1st assistant, $30; Miss Sarah Wells, 2nd assistant, $25.

Incidental expenses of both schools are paid by the common fund. It is hard to estimate the term expenses with facts now at command.

LAUREL.

C. M. WRIGHT, PRINCIPAL.

Laurel was declared a separate school district in 1891. It

is therefore comparatively in its infancy. Its second session and the first under the present management is now being taught. The first session under the management of Prof. J. W. Stainton was flatteringly successful, and the present session opened with bright prospects.

The building may be considered excellent for a town of 750 inhabitants, being a two-story frame building, forty by seventy-five feet. At present there is great room for improvement in the equipments, though the building is supplied with patent seats, blackboards, etc. It is our purpose at an early day to have the school well supplied with maps, charts and apparatus. The cost of the building and equipments thus far is about $1,200.

Having recently graded the school it is our purpose to give two years to primary work, two to intermediate and one to grammar school work, before promoting pupils to high school grades.

In science there are now eight students; in mathematics beyond arithmetic, nine.

The financial condition of the district is sufficient to meet present demands.

Our library is yet small, though the new management will spare no pains to have at an early day a library that will do credit to Laurel school.

The enrollment for the present session is 107 pupils.

The primary and intermediate grades are in charge of Miss Ludie McLemore, while the principal has charge of the higher grades. We shall attempt to base our success here on the quality of work done.

LEXINGTON.

DICKEY BROTHERS, PRINCIPALS.

Building and equipments.—Two-story brick building 50x70, eight rooms and separate frame chapel 45x60, both of which valued at $10,000; supplied with patent desks, maps, charts, model of body and separate models of head, ear, heart, etc.; philosophical and chemical apparatus suitable to try all experiments usually given in text-books on chemistry and philosophy; geological cabinet.

Grades.—The school has three departments. In each department there are at least two grades. No specified time alloted to any grade, but pupils are required to complete their studies satisfactory to their teachers before leaving them. Pupils are promoted by teacher. No examinations. It is believed that a child's teacher is well enough acquainted with the advancement of that child at the end of a year's teaching to know whether he is ready for promotion, without examination. For that reason we leave the question entirely with the teacher. Pupils are promoted from grade to grade as they are prepared for it.

We generally require about four years of high school work. The course in high school consists of higher arithmetic, algebra, Latin, advanced English, philosophy, geometry, physiology, rhetoric, etc.

Finances.—The separate school district has voted an additional levy of one mill, thereby raising barely a sufficiency to support the two schools seven months absolutely free, regardless of grade of studies. Finances not so good as under old constitution.

The enrollment at present is 209. Number of teachers in all departments, nine.

The library, as well as all other apparatus, is the private property of the principals. We now have more than a thousand volumes, to which we are adding from time to time. It is used every moment of the day from seven to five, and every day except Sunday. We could no more do without it than we could do without teachers.

The school is attended by nearly every pupil of school age in the district, has the hearty support and good will of every citizen and is in every sense in the best condition that it has ever been.

MACON.

CHAS. H. SPESSARD, PRINCIPAL.

The public school building is a brick structure, having originally cost about $6,000, containing six rooms, each presided over by a teacher. In the same building is a small room in which instruction in music is given by a teacher not appointed by the board of trustees, but who teaches by permission of the board. The piano is owned by the teacher. There is a building separate from the school building, containing an instrument on which the pupils in music practice. The same building contains a chemical and physical laboratory. The school is provided with maps, charts and globes.

Our course consists of eleven (11) years' work. Children enter the primary department at six and seven years of age, and by punctual attendance and systematic work by teachers and pupils, pass regularly through the primary and intermediate grades, reaching the high school department at the ages of fifteen and sixteen. There is a two years' course in the high school through which, by diligent study and close application, they pass, and thus graduate at seventeen and eighteen years of age.

There are nine grades below the high school grades.

The following is the curriculum for the tenth grade, high school—Robinson's algebra (complete); Wentworth's geometry, Maury's physical geography, American literature, psychology, spelling. Arithmetic and Latin are elective.

The following is the curriculum for the eleventh grade—English history (Montgomery's); astronomy, political economy, logic, geometry and trigonometry. Arithmetic, algebra and Latin are elective.

It is presumed that the eleventh grade sufficiently understands the principles of arithmetic and algebra to be able to safely drop those studies. Only one pupil of the eleventh grade is studying Latin. This one is reading Virgil. Two pupils of the tenth grade are reading Cæsar. The tenth grade study algebra. Some in both grades are studying arithmetic—written. The eleventh grade consists of four pupils. The tenth grade numbers fourteen. All are studying the sciences in their respective grades.

Strictly speaking the primary department is not kindergarten, but we have adopted and use some of the principal features of this system. We lack the funds necessary to adopt this system in its entirety. However, this department of the Macon public schools is well to the front.

The amount of money received from the State under the present system of taxation is very little greater than it was under the old system of State distribution. The town levies the same tax for school purposes as it did under the old code, viz: five (5) mills on the dollar, of taxable property. The tax amounts to about $3,500. The State distribution fund amounts to about $2,400. Under the old code the taxes collected from the town, and amount of State distribution fund and poll tax amounted to about the same. Under the new code the town collects no poll tax.

The number of enrolled pupils in the building is 200.

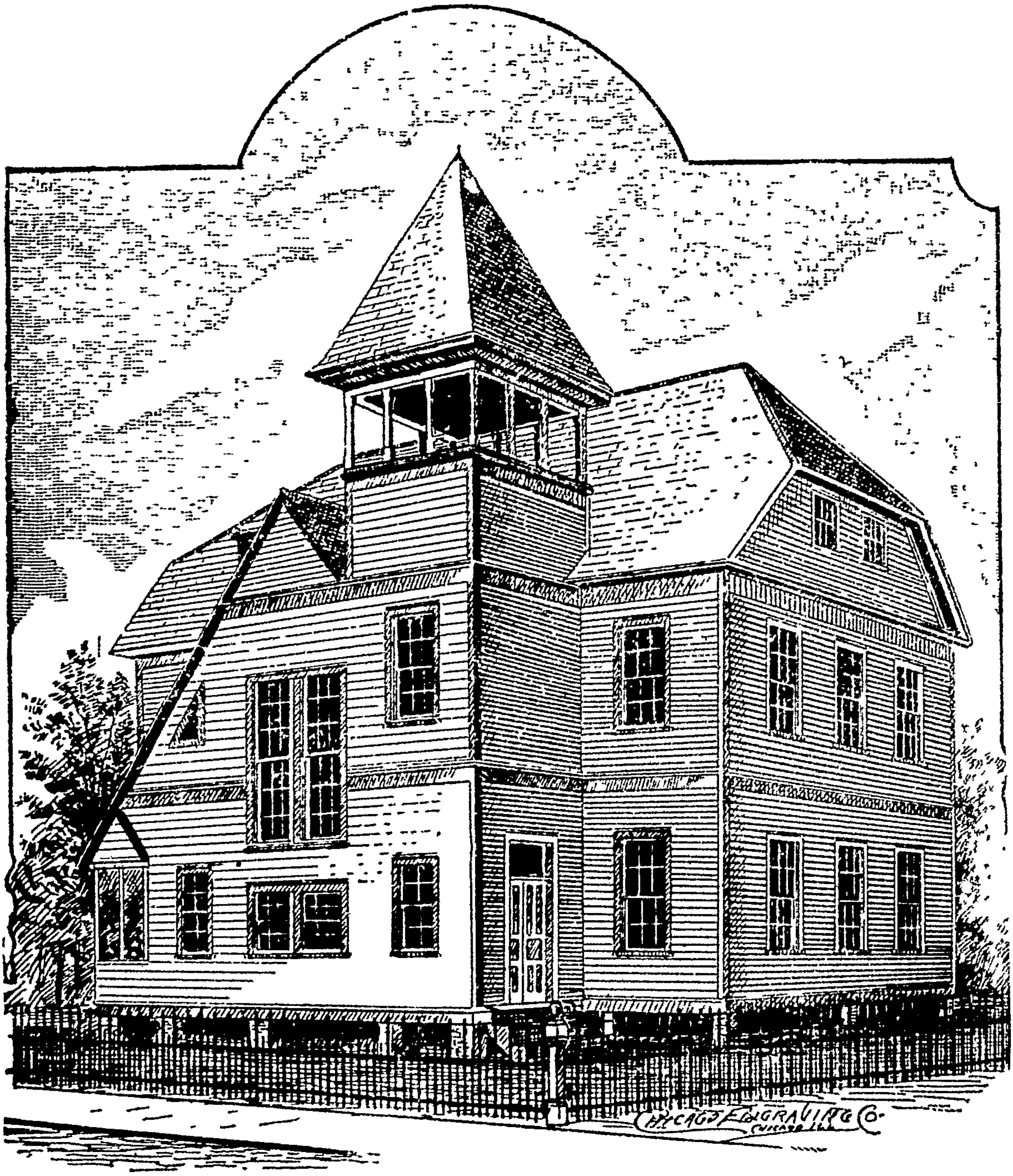
The faculty for the scholastic year 1893-4 is Charles H. Spessard, principal; John E. McCaskill, Mrs. M. B. Tate, Mrs. Mary Carter, Miss Lizzie Walker, Mrs. Lottie Yates, assistants.

MAGNOLIA.

W. K. NETTLES, PRINCIPAL.

The condition of the Magnolia schools is constantly improving and has been for three or four years.

The buildings for whites are commodious, comfortable and convenient. The main building, erected in 1888, was completed at a cost of $2,300. In 1892 an addition was built, costing $1,350. The music room and library hall are independent buildings, small, but neat and well finished, costing $250. The entire cost of buildings aggregates $3,850. There are six rooms in all, four 30x30 and two 33x55, making 7,230 square feet of floor. The main building is two-stories high and well adapted to graded school purposes. It has been seated with first-class automatic school-desks at an expense of $550. The rooms are fairly well supplied with charts, wall maps and globes. There is also a library of


CHICAGO ENGRAVING Co.
CHICAGO ILL.

MAGNOLIA GRADED SCHOOL.

well selected books belonging to the school, worth about $250.

The school is well graded, having six grades below the high school and four in the high school department. It is the intention of the management to devote three years to the first six grades, or the preparatory school, and four years to high school branches. The high school embraces mathematics, through trigonometry and mensuration, the sciences, ancient and modern history and Latin. Latin is optional in the course, though about fifteen are studying it.

The enrollment for this session will probably be about two hundred and fifteen or twenty. Fully two-thirds of this number belong to the lower grade department. They are well cared for; being presided over by Misses Wright and Hyer. Miss Wright has a special fitness for preparing her classes for the first grade in the high school. Miss Hyer has charge of the kindergartens. Her work is thorough. She gives her pupils the benefit of all the latest and most improved methods.

Four teachers in the school and a music teacher constitutes our corps of instructors. Prof. W. N. Hardee is first assistant in high school grade; Miss Smith presides over the music department. The work of our entire teaching force is constantly becoming more successful. Our greatest trouble is a want of more teachers. The reason, of course, why we suffer for teachers, is because we are suffering for finances. For the past three years there seems to have been no increase in finances; upon the other hand there seems to have been no material decrease. The teachers are paid $235 per month, the salaries being $90, $65, $40 and $40 respectively.

The Magnolia colored school, like many others, has vast room for improvement. The entire valuation of lot, house and equipments is not more than $350 or $400. But with even this poor prospect the school seems to be undergoing some changes for its betterment. There are two teachers and they would do very good work, if they had more with which they could do. The enrollment is about seventy-five per session; none advanced beyond the preparatory branches.

The patrons of both schools are manifesting an interest in them and show a disposition to sustain them to the utmost of their ability.

MERIDIAN.

A. A. KINCANNON, SUPERINTENDENT.

The schools of this city have steadily progressed for the last two years. A critical examination and comparison of the work done during the last two years and that of preceding years, develops the fact that the standard of scholarship has been materially advanced.

The school property of this district, including apparatus, is worth, perhaps, $100,000 upon a fair valuation, and in comparison with other property.

The city authorities have just now (on December 10) decided by ordinance to erect two new school buildings of modern plan, at a cost of fifteen ($15,000) thousand dollars—one for the whites of the south side district, and one for the negroes of the city.

These buildings are to be equipped with everything needful. This will give us five school buildings with capacity for three thousand pupils.

The course of study has not been changed materially in two years. Seven years are required to complete the primary and grammar school departments The following subjects are embraced in this department: Reading, spelling, English geography, arithmetic, elementary algebra, physiology, science, including chemistry, principles of natural philosophy, U. S. history and civil government.

While we have no kindergarten conducted as such, we do a great deal of work of this character. Devices of various kinds contribute largely to the marked success of our primary grades.

The high school embraces a course of three years upon the following subjects: Higher English, rhetoric, English literature, English history, general history, classical readings, Logic, mental and moral philosophy, civil government, higher arithmetic, higher algebra, geometry, trigonometry, natural science and astronomy.

The languages are not included in our curriculum, but are taught as an adjunct to the high school course.

Music and art are also taught as adjuncts to the schools.

Special provision is made by the trustees for stenography and typewriting, and I am glad to say that these branches are prosecuted by a large number of pupils who are preparing themselves for the active duties of life.

The library is a feature of our school system of which I am pardonably proud. It is considered by teachers and pupils as absolutely indispensable. Recitations are conducted in such a way that the pupils, as well as the teachers, necessarily seek the aids which the library furnishes.

I am happy to say that the finances of this district are in excellent condition. No debt whatever embarrasses the school fund.

Under the operation of the new constitution the school revenues of this city have been largely increased. The levy of 3 mills gives us sixteen ($16,500) thousand five hundred dollars; the State distribution for thirty (3,218) two hundred and eighteen educable children, amounts, approximately, to five($5,792) thousand seven hundred and nine-two dollars;and the county will add a thousand ($1,000) to the city school fund for pupils residing outside of the corporate limits but attending the city schools, which will make from all sources a fund of twenty ($22,292] two thousand two hundred and ninety-two dollars.

The records of our schools are kept in such a way that they furnish a complete history of everything pertaining to the schools, including the conduct and grade of each individual pupil, from the beginning to the close of his career as a student.

During the last summer, a large majority of our teachers visited the World's Fair at Chicago, and attended some training school or pursued some course of study bearing directly upon their work. They are progressive in all things educational, and they are ever upon the *qui vive* for new and better methods.

NATCHEZ.

WM. H. KER, PRINCIPAL.

During the past two years, this school has fully come up to my expectations in point of popularity and thoroughness of work. During the session of 1891-'92, the enrollment reached 660—the highest ever attained during its forty-nine years of existence—and during 1892-'93, it was 615.

I am sorry that I can report no improvement in buildings, etc., other than much needed repairs. I earnestly wish our "powers that be" could realize the importance—nay, the *necessity* for the beautiful in the environments of impressionable children; and for the appliances and apparatus that such a school as this should not be without. What answered for *our* childhood does *not* suffice for the childhood of those who are to take our places, and character building cannot be carried on successfuly unless teachers, buildings, furniture and apparatus form a harmonious and pleasing whole.

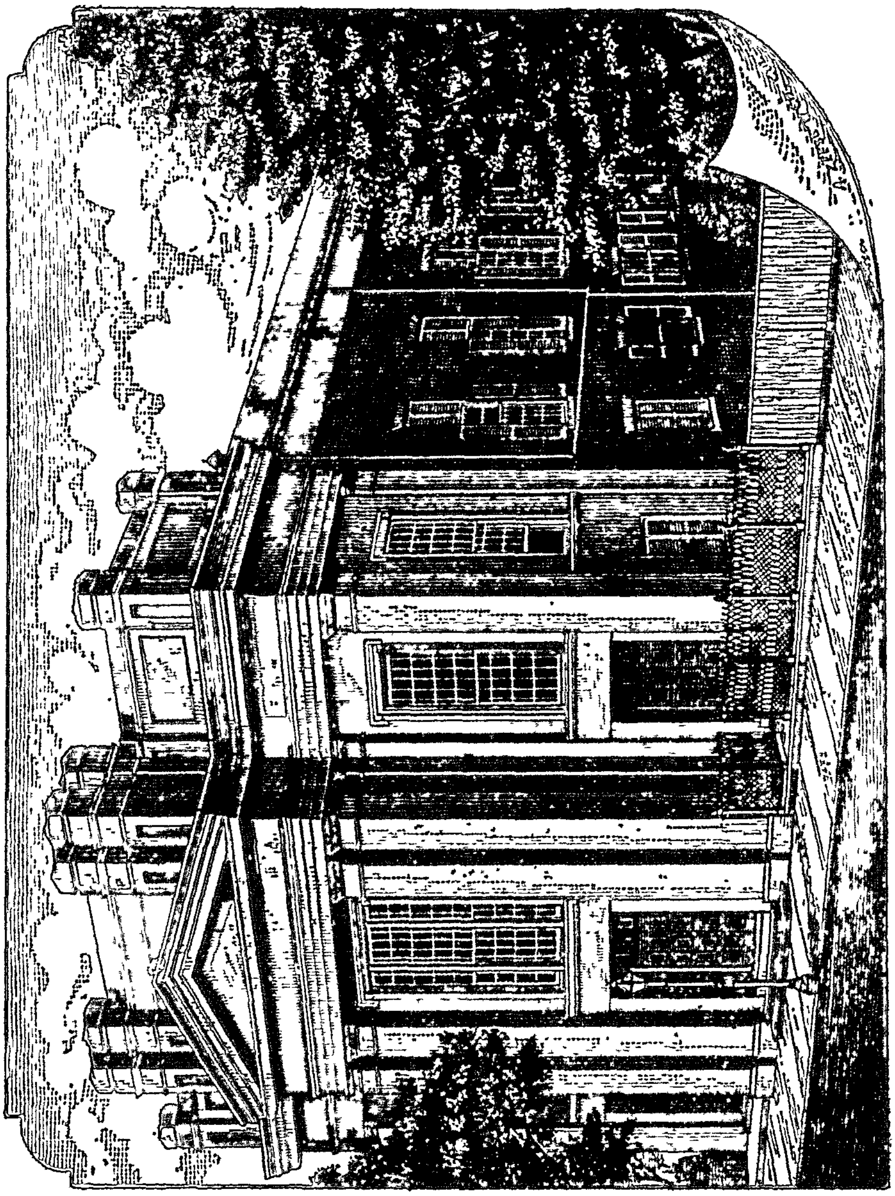
There are seven (7) grades below the high school, in all of which, except the kindergarten and the senior grammar grade, the boys and girls are taught in separate rooms, there being two teachers for each grade.

THE HIGH SCHOOL.

First Year—Higher arithmetic complete; algebra begun; general history begun; hygienic physiology begun and completed; history of Mississippi, dictation and composition, higher English completed. Average number in grade, thirty.

Second year—Algebra completed; general history completed; civil government begun and completed; rhetoric begun; natural philosophy begun; dictation and composition. Number in grade, twenty-five.

Third Year—Rhetoric completed; natural philosophy completed; elementary chemistry begun and completed; geometry, book-keeping, English literature, dictation and composition.



THE NATCHEZ INSTITUTE.

THE KINDERGARTEN.

This department is deservedly growing each year in popularity, and is giving a wonderful impetus to the school. Marked improvement in manners and aptness to learn characterizes the children that have had the benefit of one year's training in the kindergarten, and this is having a decided influence for good upon the teachers of other grades.

Since the new State Constitution went into effect our city has been receiving from the State, for its school fund, about $2,200 more than during previous years.

Our enrollment in the school for this session, 1893-4, is so far 535, and the average attendance has been better than ever before during corresponding months.

NEWTON.

J. C. FANT, PRINCIPAL.

The separate school district of Newton was formed last June, hence, the school is now undergoing the first year of its existence as a public school. It was chartered some years ago as Newton Male and Female College with power to formulate a course of study, grant diplomas, etc.; but, since it came under the management of the municipal authorities, its name has been changed to the more appropriate one of Newton High School, though the course of study includes some collegiate work. Its aim is to supply a good practical education and to furnish well equipped material for our State institutions. This, it seems to us, should be the purpose of every public school in the State.

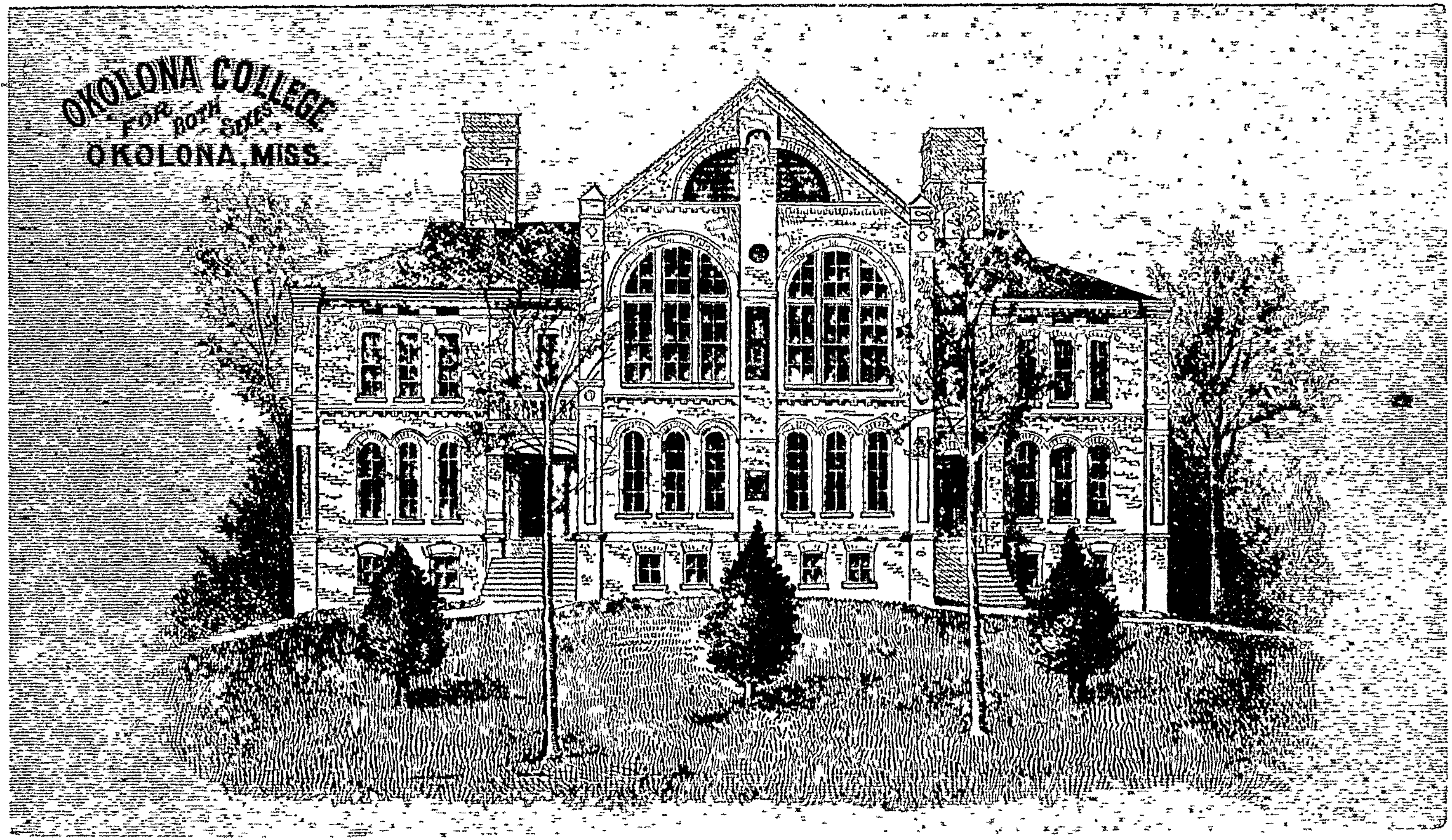
The school building is a handsome and commodious frame structure, consisting of two stories, and was erected at a cost of about $3,000. It is furnished with patent desks and some experimental appliances. The large hall, in which all school exercises are held, affords great convenience to the building.

The course of study comprises three departments: Primary department, grammar school department and high school department, and covers a period of ten years. The high school course covers a period of four years, and in this course there are some studies which properly belong to college work. In this department this year, there are forty pupils. The enrollment is 180 pupils. The school has never before been so prosperous and is in a condition to do better work than ever before. The people are interested, the teachers are interested, and we hope, it is our aim, that the pupils are interested. The members of the faculty are J. C. Fant, principal; Misses Kate Armistead, Ora Robinson, Minnie Ross, assistants.

OKOLONA.

THOS. C. WALTON, SUPERINTENDENT.

The city of Okolona owns two brick school houses. The


OKOLONA COLLEGE
FOR BOTH SEXES
OKOLONA, MISS.

building for the white school was constructed three years ago and is valued at $25,000. It is heated by the "Ruttan-Smeads Heating Apparatus." The furniture consists of 200 "Fashion" double desks and 75 recitation seats, which are located in the eight recitation rooms, two halls and auditorium. The school is supplied with all necessary maps, charts, etc., including Yaggy's anatomical chart. Each room has blackboard facilities.

The building for the colored school is a substantial brick house, consisting of eight rooms, heated by stoves, and is valued at $5,000. The rooms are fitted with desks and recitation seats. The blackboards are of same character as those in white school and amply sufficient to meet necessary requirements.

The schools are graded and under the management of a city superintendent, who is responsible for the discipline, grading, promotion and examinations of both schools. All promotions are based upon written examinations, the questions being prepared by the superintendent, who also grades the papers. The schools are divided into three departments—primary, consisting of three years; grammar, consisting of three years, and high school of four years.

The course of study and text books used are as follows:

The high school department of the white school is favorably considered by our people. We have enrolled fifty pupils taking the full course, including Latin and higher mathematics. In the colored school this department is not attempted. In the white school we have quite a valuable library, purchased by the pupils.

The city levies a school tax of three mills which, added to the State distribution and amount paid by Chickasaw county, is amply sufficient to support the schools entirely free in all departments. The corps of teachers for present year is as follows:

White School—J. H. Woodard, principal; Misses Kate Bodenhamer, Mollie Green, Jessie Riley, Sallie Kilpatrick, Ray Greener.

OSYKA.

J. S. FUQUA, PRINCIPAL.

As you will see per last biennial report this school was under my management as principal. We have, as you will see by reference to report of Professor Ramsey, a building supplied with all necessary improved furniture. We have ample room, but are constantly in need of school apparatus, which is to be supplied by our trustees.

Our enrollment at present is 175. I am of the opinion that the enrollment will not be much greater.

We have a fine colored school under the management of G. W, Turner, who is a good teacher and fine disciplinarian, having had charge of the school for three years, gives entire satisfaction. His enrollment is from 100 to 120. He is one of the few colored teachers holding a first grade, and that is not all. His word here with the merchants is as good as any one's bond. He believes that this is really a white man's government and should be governed by the whites. Our schools are looking forward and upwards with a feeling of excelsior in every conceivable plan which human mind could suggest.

We have only one private school which does not affect us numerically and with the present prospect this opposition will soon cease to be. The prejudice which at first existed regarding co-education has disappeared and all now seem satisfied with the plan of teaching both sexes together, as will be the result anywhere it is given a fair and impartial trial.

The following is a list of books used in the high school department: Higher mathematics, Robinson's series; physical geography, Monteith's; Steele's chemistry; natural philosophy; astronomy and physiology; Quackenboss' rhetoric, Latin, Cæsar, Virgil, Cicero, Ovid, Livy and Horace, Harkness' easy method.

FACULTY—J. S. Fuqua, Mrs. E. B. Varnado, Mrs. C. E. Fuqua, Miss Eloise Wroten.

OXFORD.

SUMNER B. FOSTER, SUPERINTENDENT.

The plan, cost and equipment of buildings have been previously reported.

The work of the school is distributed among three departments of four grades each, viz: The primary, the grammar school, and the high school.

The following is the couıse of study of the high school:

Grades 9 and 10—Practical arithmetic; complete arithmetic, Robinson; elementry algebra, Robinson; physical geography, Maury; civil government, Townes; leading facts in English history, Montgomery; history of Mississippi, Lowry & McCardle; higher English, Reed & Kellogg; Latin method, Harper & Burgess; Latin grammar, Harkness; Cæsar.

Grades 11 and 12—Intellectual arithmetic; higher arithmetic, Robinson; university algebra, Robinson, (to be displaced by Wentworth's higher algebra;) plane and solid geometry, trigonometry, Wentworth; physics, chemistry, geology, astronomy, Steele; English, Lockwood; French, Swinton; mythology, White; history, American, Barnes; history, ancient, Barnes; morals and manners, Gow; Latin, Cicero, Virgil, Livy, Horace; Latin grammar, Harkness; Latin prose composition, selections from the above authors.

Number of students in Latin, 44; in mathematics above arithmetic, 79; in science, 27; students enrolled 1892-93, white 370, colored 230; teachers in white school, 7; colored school, 3.

TEACHERS OF SCHOOL FOR WHITE CHILDREN, 1893-94.

S. B. FOSTER, SUPERINTENDENT.

Miss Ida C. Wilbourn, 12th and 11th grades: Miss Sallie E. Wardlaw, 10th and 9th grades; Miss Dale Kimmons, 8th and 7th grades; Miss Lizzie T. Porter, 6th and 5th grades; Miss Laura T. Eades, 4th and 3d grades; Miss Susie Givhan, 2d and 1st grades.

All the above except superintendent, were members of the faculty of 1891-92, and the teachers of the primary grades have held their positions since the organization of the school nine years ago.

Through the generosity of some of the friends of the school, and with the assistance of monthly voluntary contributions, by the pupils. 270 volumes were during last session, received by the school as a nucleus for a library. Several volumes have been received during the present session from congressman J. C. Kyle, of this district. We acknowledge also the receipt from him of a large map of the United States.

The successful management of the schools for several years past, by Prof. J. G. Wooten, and the excellent work of his assistants, account in no small degree, for the present thorough organization and systematic work in all the grades.

The report is necessarily meagre, the present superintendent not having at hand statistics for the past sessions. However, the principal data asked for, have been given.

POPLARVILLE.

W. I. THAMES, PRINCIPAL.

This town was made a separate school district in the summer of 1892, and a session of seven months taught during the last scholastic year in the old school building. Three teachers were employed and about 125 pupils enrolled.

During the winter of 1892 and '93, the corporation issued 15 year bonds and erected our present commodious, convenient public school building. The value of house and lot is

$4,000, and of furniture about $1,000. The building is a T shaped, six room structure, having two halls below and one above, and two stair cases.

Four rooms are furnished throughout with patent desks, and the other two are fitted up for art and music room and audience hall.

The building is well supplied, good black boards, maps, a globe, tellurian, reading charts, physiological charts and a few other articles for illustrative work. The school owns no library, but the principal allows pupils free use of his library, which is in the building. This is a well selected set of books, consisting of about three hundred volumes especially adapted to the requirements of a school.

No attempt was made last year to grade the school, but at the beginning of the present session it was reorganized and graded as well as the circumstances would allow; and this work still goes on. There are nine grades below the high school room, and three years are devoted to high school work. In Latin there are 5; in mathematics beyond arithmetics, 8; and in the sciences, 15 pupils. The total number of pupils in high school room, is 40.

The work in this room is such as is required to prepare pupils for the Freshman class of the University of Mississippi, and also to pass first grade examination for the teachers' license. No additional tuition is charged corporation pupils for high school instruction. During the first three months of the present session, 185 pupils have been enrolled; of these about 135 are locals and 50 boarders.

Following is the faculty for the present session: W. I. Thames, principal and teacher in high school room; J. E. Abney, 6th and 7th grades; Miss Laura A. Fugler, 4th and 5th grades; Miss Mamie E. Robertson, 1st, 2nd and 3rd grades; Miss Lula W. Cooper, music and art; Miss Rochelle L. Chisholm, elocution.

PONTOTOC.

C. P. SMITH, PRINCIPAL.

In the summer of 1892, Pontotoc was declared a separate school district. Prior to that time the sexes were taught separate. We have taught only one session and part of another under the new plan. We are in our infancy, so to speak. We have much to do towards systematizing our work. Our school work last session was very gratifying to the principal, and I believe all our people feel proud of the school.

We have a substantial two-story brick building, 70x50 feet. The upper story is used as study hall and recitation room, is well furnished with patent folding desks. The lower story is divided into two recitation rooms, and primary room capable of seating fifty pupils. The hall will seat 200. Building well heated and ventilated. Grounds ample and well drained. Value of school property, $5,000.

At present, our library and apparatus are limited. But additions will be made as our means will permit.

Our school is only partially graded. We teach the public school curriculum, and beyond that in mathematics, advanced arithmetic, algebra, geometry (both plane and solid) and analytics; in English, rhetoric and American literature; in Latin, first lessons, reader, Cæsar (four books), Cicero, Sallust and Virgil; also Latin grammar throughout Latin course. We teach most of the sciences. Our board of trustees adopted the same texts used in our county schools.

We have twenty pupils studying mathematics beyond arithmetic; twenty studying English above grammar; fifteen studying Latin.

The public term continues seven months in the year. Enrollment last year 160 with prospects of larger enrollment this year.

Faculty.—C. P. Smith, principal; Miss Asie Hicks, first assistant; Miss Lou Somerall, primary department; Miss Bettie Fontaine, instrumental music.

PORT GIBSON.

J. M. TAYLOR, PRINCIPAL.

The Port Gibson Graded School was organized as such in September, 1892. This step was taken that the public school of the town might afford its patrons advantages equal to those offered by the colleges here.

The wisdom of the step was immediately shown by the increased attendance. In 1890 the enrollment was not one hundred; in 1891-92 it was slightly larger; in 1892-93 it went to nearly two hundred and is steadily increasing this year.

Our building is a wooden structure of four rooms and a study hall. The lighting and ventilation are not good and we are somewhat crowded, but we are well equipped in the way of new and improved furniture and the various appliances necessary for doing good work in different grades. Total cost of building, with furniture and improvements, was about $5,000. There is no prospect of a more suitable building being erected for some years yet.

Our course of study covers a period of nine years—three years in the primary school, three in the grammar school and three years in the high school.

In the primary department I have placed our best teachers and have the work done on a scientific basis.

In the high school the work is as follows:

FIRST YEAR.—Rhetoric, higher algebra, physiology, physical geography, Mississippi history, English history, review of advanced arithmetic.

SECOND YEAR.—Latin, 1st book; geometry, plane and solid; bookkeeping, civil government.

THIRD YEAR.—Latin, Cæsar, Virgil; botany, chemistry, review of mathematics, literature study, general history, review of public school branches.

Penmanship, drawing, essays and debating continue throughout the course in the high school, while careful attention is paid to the penmanship and drawing in all grades below.

We now have only ten pupils in our high school, four of those taking Latin.

Our faculty consists at present of only four teachers—J. M. Taylor, principal, salary $90 per month; Mrs. J. M. Taylor, $45; Miss M. H. Naasson, $40; Miss G. C. Morris $40; Miss Pauline Torrey $40.

The financial condition of our district may, upon the whole, be considered much better than some years ago. We are pushing our work all along the line, and feel proud that we are in the banner county of the State, made so educationally by the untiring, enthusiastic efforts of our present county superintendent, Prof. Chas. K. Regan.

SARDIS.

H. S. ROLLER, PRINCIPAL.

Our school has just entered upon the eighth year of its existence, having been organized in 1886.

The buildings, erected by a corporate company at a cost of $5,500, including site, are comfortably arranged and suitably furnished.

The school building contains an auditorium, 50x30 feet, capable of seating 250 to 300 pupils, together with four section rooms, with an average seating capacity of thirty-five pupils. The auditorium is seated partly with patent school desks and partly with auditors' benches. The section rooms are furnished with patent desks, suitably arranged as to grade and age of pupils. All the rooms, including auditorium, are furnished with blackboards, maps, charts and globes.

The library and general school apparatus is such as is usually found in schools of like character. The library is composed of a complete encyclopedia, books of history, scientific and general literature, including quite a collection of recitation and declamation works. The cost of library and apparatus is estimated at $100, and meets fairly well the wants of the school.

The present enrollment of school is 190, of which enrollment forty pupils compose the high school department.

The grade division of school is high school, consisting of one grade, two grammar grades and first and second primary grades.

The work done in all grades below the high school comprises the English branches; reading, writing, spelling, grammar, geography, arithmetic, United States and Engligh history, philosophy and drawing.

The work in the high school comprises higher English, Latin, mathematics, including algebra, geometry, surveying and trigonometry; German, philosophy and general history.

The present course of study in high school, as regards class, is as follows: Number of Latin pupils, varying from Reader to Cicero, 40; number in higher branches of mathematics, 40; number in German, 3; number in higher English, 35; number in philosophy, 10.

Our school prepared for college and Seminary during the scholastic year 1892-3, ten pupils; the number of pupils who will be ready to enter the junior classes of our colleges and seminaries, at the close of this session, will be ten to fifteen.

FACULTY—First grammar grade, Miss Virginia Barrow; second grammar grade, Miss Mollie Beanland; first primary grade, Miss Marion Stigler; second primary grade, Miss Hattie Heflin; principal, H. Sheffey Roller.

STARKVILLE.

W. H. HOOKER, PRINCIPAL.

The Starkville public school building and its three acres of ground were purchased by the town in 1892 for $3,000. The building is a two story frame, consisting of six rooms, three being upstairs and three below. Although a good many repairs and alterations have since been made, the building and its furnishings are far from being satisfactory. The town is in debt and cannot, or will not, make the necessary appropriations to buy the appliances and apparatus that are demanded.

For some time past the people have been taking but little interest in public school matters, but now they are waking up to its importance.

The present principal was employed for the term of 1893-

94. He immediately set about to grade the school, and was accorded the hearty approval of the trustees and patrons. A course of study was made out and arranged into eleven grades of one year each. The school was very much disorganized, as no attempt had ever been made before to grade it. When the term commenced the principal found it an easy task to grade up to the eighth grade, but in the eighth and ninth grades some of the pupils have studies in both grades. We have a class as far as the ninth grade only, but the tenth and eleventh were made out for those who may complete the grades below. The course of study in the tenth and eleventh grades may be changed to some extent in the future to meet growing needs, but the course is given as made out. The school is divided into three departments, primary, grammar and high school. The primary department consists of first, second, third and fourth grades, the grammar of the fifth, sixth, seventh and eighth grades, the high school of the ninth, tenth and eleventh.

Course of study in high school. First year: Latin, grammar and reader, algebra (Robinson's elementary) completed, higher arithmetic (Robinson's) completed, physical geography (Maury's), grammar (Reed & Kellogg's) completed, literature, two days in the week alternating with higher arithmetic, penmanship.

Second year: Cæsar, university algebra (Robinson's) rhetoric and composition, English history, geometry, plane and solid.

Third year: Virgil, trigonometry, geology, zoology, botany, chemistry, astronomy, descriptive.

Number in high school studying Latin 9, algebra 8, higher arithmetic 6, literature 6, English 8, mental arithmetic 7. We have a class of fifteen in physics, but that is completed in the eighth grade.

The term commenced with 139 pupils in attendance, and up to the present we have enrolled 182. The enrollment for 1892-93 was 216, average attendance 153. The average attendance for the first month of this year was 153, second month 163.

From reports that come to us the school was never more satisfactory to the people than at present. Good work is being done by teachers and pupils, for the results are seen in the monthly examinations. We have no special kindergarden work. The levy for school purposes is 4 mills. The term has never been longer than seven months, but nine months are expected this year. We have no library as yet, but we are making an effort to start one.

Faculty: W. H. Hooker, principal; Mrs. A. E. Perkins, Miss Sue Pearson, Mrs. N. R. Drake, Miss LeVancia Davidson, Mrs. S. E. Burgess. The salary of the principal is $90 per month, of the first and second assistants $32.50 each, the rest $27.50 each.

The colored school has three teachers and about 150 pupils enrolled at present.

TUPELO.

C. E. SAUNDERS, PRINCIPAL.

By referring to your last biennial report, you will find a full and complete description of school building, grounds, furniture, etc. Since that time, no additions have been made, save that of furnishing the building with black boards.

The school is divided into three departments, viz: The primary, the grammar school, and the high school. The number of grades below the high school is eight. Requiring four years in the primary; the same length of time in the grammar school. In these two departments are taught all of the studies required by the laws of our State, and also one year's course in elementary algebra. The high school comprises three years' course. Our aim is to make this department a feeder to our State University. The branches taught in these three years are as follows, viz:

First year.—Latin, Collar & Daniell's; Algebra, Wentworth's complete, first half; arithmetic, Robinson's higher; English, Read & Kellogg's higher lessons; physical geography, Maury's.

SECOND YEAR.—Latin grammar and Cæsar, Bingham's; algebra, Wentworth's complete, completed. geometry, Wentworth's first half; English, Abbott,s how to parse; rhetoric; physics.

THIRD YEAR.—Latin, Virgil, Bingham's; geometry completed; trigonometry, Wentworth's; English literature; Shaw's civil government and political economy; arithmetic reviewed.

In this department we have enrolled 45 pupils. The number studying Latin 45; Algebra, including the highest grade in the grammar school, 65; in English 45.

The high school department is receiving a great deal of attention from our school board, and it is our aim to make this a very thorough department, and one that will be of great benefit, not only to the town, but to the entire county.

This separate school district is composed not only of the town of Tupelo, but a few of the thriving and energetic farmers surrounding the town petitioned to come into the school district, which petition was granted, and this has proven to be quite a wise thing on the part of the authorities.

STATISTICAL.

Number of educable white children in corporation, males

141; females 163, total 304. In additional territory, males 13; females 12, total 25. Total number in district 329. Enrollment 1891-92, males 100; females 150, total 250. Attendance, males 78; females 137; total 215. Enrollment 1892-93, males 128: females 173; total 301. Attendance, males 83; females 123; total 206.

The average cost per pupil during sessions of 1891-92, $11.25; of '92-93 $11.95.

The school is open for eight months, free to all living within the limits of the school district. The rate of levy for school purposes this year is 3½ mills.

The financial condition of our school fund has been affected a little by the last constitution. It is not quite so good as it has been in the past. Though the people are determined to maintain a first-class school for the education of their children, as yet, however, we have no library belonging to the school, though the pupils are allowed the use of the library belonging to the principal.

The school this session has opened under most favorable auspices and I think this will be a successful year with us.

The teachers for the present year are: Chas. E Saunders, Principal; Miss Emma Edmonds, 10th and 11th grades; Miss Laura Weatherall, 8th and 9th grades; Miss Victoria Thompson, 6th and 7th grades; Miss Immogene Kincannon, 4th and 5th grades; Miss Mattie Smith, 3rd grade; Miss Mattie Brown, 1st and 2d grades.

The salary of the principal is $100 per month. Each assistant receives $40 per month.

VICKSBURG.

C. P. KEMPER, SUPERINTENDENT.

The session of 1893-94 of the Vicksburg city schools has opened most prosperously, and has in attendance 1,531 students.

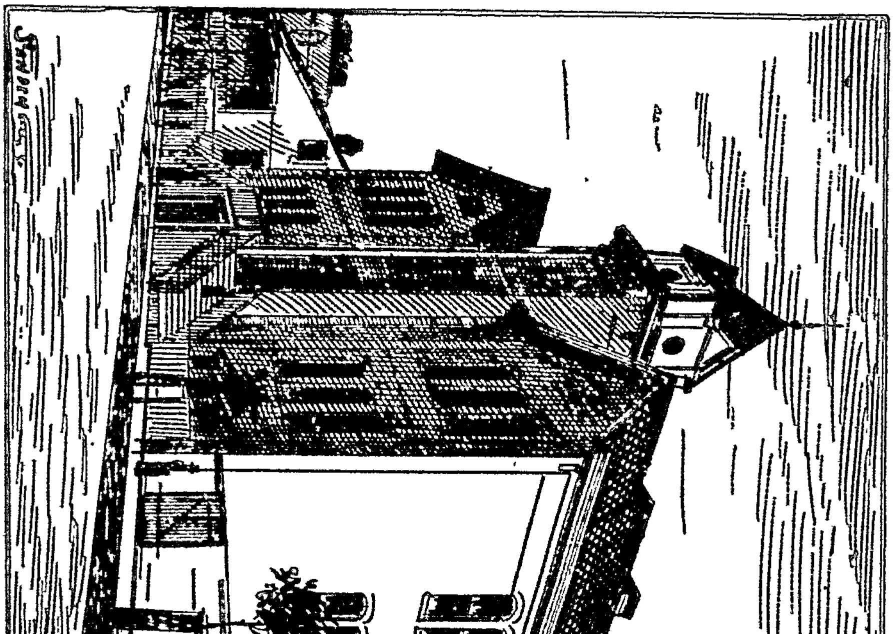
Many changes and improvements have been recently made. The Main street building, a handsome brick structure, has been improved by an addition of four rooms, with a capacity for 200 students; and by a modern portico, that adds much to the symmetry and beauty of the building, which now contains 12 lecture rooms and the superintendent's office. The value of this building and equipments is $33,500.

The Walnut street school is held in a commodious frame building, completed and opened in 1886, and it now contains 7 rooms; worth about $15,000.

The Cherry street school (for colored pupils) has 10 rooms and the principal's office, and is in fine condition. Various sanitary and other improvements have been made at this building, within the past Summer, at a cost of $2,500, making the total value of the property about $22,500.

The Clay street school is held in a rented building, and may be counted as a temporary arrangement, pending additional improvements.

The high school department of the Vicksburg schools is in a most flourishing condition, and consists of a first division high school (for boys) in room 7 of the Walnut street school, with the course—


VICKSBURG PUBLIC SCHOOL.

First year—1, physiology; 2, Thompson's complete arithmetic; 3, Maury's physical geography; 4, Chittenden's elements of English composition; geology.

Second year—1, general history, Swinton; 2, physics; 3, civil government, Peterman; 4, Thompson's algebra; 5, primary Latin, (Gildersleeve's Latin primer.)

The high school division (just established, and with a curriculum adapted to a preparation for entrance into the University of Mississippi. The course is as follows:

First section—1, R. and Kellogg's higher English; 2, Abbott's how to tell parts of speech; 3, Thompson's algebra (reviewed when necessary;) 5, Collar & Daniel's Latin book; 6, Quackenbos's natural philosophy; 7, Thompson's complete intellectual arithmetic.

Second section—1, Abbott's how to tell the parts of speech; Lockwood's lessons in English; 3, Wentworth's higher algebra; 4, Collar & Daniel's Latin book; 5, Gildersleeve's Latin reader (in part;) 6, Cæsar; 7, chemistry; 8, Greek, (Arnold's 1st Greek book) elective.

Third section—1, six or more selections from Irving's sketch book, and Shakespeare; 2, Jevon's Logic; 3, Wentworth's plane and solid geometry; 4, Cæsar, Cicero, Sallust, or Virgil (in part;) 4, mental science; 6, Greek grammar and Xenophon, Homer's Iliad and Demosthenes (elective;) and lastly of the Cherry street high school rooms, as follows:

Division 1 and 2—1, Shaw's English literature; 2, Chittenden's elements of English composition; 3, Gow's primary science; 4, Lowry & McCardle's history of Mississippi; 5, Thompson's complete arithmetic; 6, Thompson's intellectual arithmetic; 7, Steele's sciences, (1) physics, (2) astronomy, (3) zoology; 8, Davies' elementary algebra.

The sum total of Latin students in the different high schools is 39; the algebra students number 66; the French class (for girls) will number 22, and the remaining high school branches are studied by the entire classes.

Four rooms in the Vicksburg City Schools are devoted to special primary work, and many new and approved methods are being advantageously used.

The financial condition of the separate school district of Vicksburg is excellent, although many expenditures have been recently made in material improvements.

The present allotment from the State, which is $7,500 added to the city levy, is deemed sufficient for the current expenses of the schools for nine consecutive months; although there has been a recent reduction of the "4 mill tax" formerly in operation, to a tax of 2½ mills.

FACULTY—For Main Street School: First principal, girls' high school, Mrs. S. S. Barnett; second principal, girls' high school, Miss M. S. Harper, Mrs. J. E. Charles, Miss Jennie Fulkerson, Miss Virginia Greene, Miss M. L. Paxton, Miss Leila Luckett, Mrs. Alice Newell, Miss Tillie Gilbert, Misses Estelle Coleman and Kate McMillan.

FACULTY—For Walnut Street School: Principal, J. P. Carr; Miss Rosa Beall, Miss Josephine Keller, Miss Mary

Maganos, Miss Sally Pryor, Mrs. Anna Bond, Miss Lizzie Gresham.

PHYSICAL CULTURE DEPARTMENT. — Instructress, Miss Annie B. Harper.

SPECIAL HIGH SCHOOL DEPARTMENT (for boys).—Principal, Maj. Chas. Swett.

The school library of the Vicksburg schools is decidedly embryonic in condition, but the management hopes to report a far different state of things by the next biennial report.

WATER VALLEY.

WILLIAM A. BELK, PRINCIPAL.

The organization and history of these schools I find to be reported by my able predecessors, Profs. Elliott and Corbly, and published in the biennial reports of 1888-91. Hence I shall omit anything pertaining to these schools prior to my association with them, which dates from Sept. 1892. I must say, however, that I found the schools, on the whole, to be in good shape and I am laboring zealously to maintain the high standard to which they have been raised.

We have eleven grades. The schools are divided into three departments—Primary, Grammar and High School. The primary department embraces the first four grades; the Grammar School the second four and the High School the last three.

It is thus seen that we spend three years in high school work. The original idea in graded schools was to employ four years in each separate department. Experience has, however, clearly proven that three years in the high school department is sufficient, for the reason that when pupils have attained to that age and advancement, which eleven years in school places them, they, as a rule, either prefer to repair to college or else leave school entirely and enter into some kind of business. White, in his "Statistics" tells us that, even in our large cities, out of 100 pupils who enter the first grade, only five of them ever complete the high school work. The course of study, as found in our high school department, is as follows:

NINTH GRADE.

Mathematics—Practical and mental arithmetic, Robinson's; algebra to involution, Sheldon; grammar, Reed & Kellogg; literature, selected; Latin, Harkness' easy method; history of Mississippi.

TENTH GRADE.

Mathematics—Higher arithmetic to stocks, Robinson's; algebra, completed, Sheldon; geometry to the circle, Brooks;

Latin—Grammar, selections and Cæsar; philosophy, Steele; history, Barnes' general; rhetoric, Hart; Literature, selected.

ELEVENTH GRADE.

Mathematics—Higher arithmetic completed; algebra completed, Robinson's university; geometry completed, Brooks; Sciences—geology, chemistry and botany, Steele, Gray; civil government, Fiske; book-keeping, Mayhew; mythology; Dwight; Latin—grammar, Cæsar and Cicero; Literature—debates and parliamentary law.

The course is taught just as printed. No pupil is allowed to graduate who ranks below 80 per cent.

We use the Hall system, which when properly conducted is a good one. However, there is danger of too much system and not enough work. The kindergartens have a room to themselves. They number 75 pupils. The high school contains about 100 pupils. This is only second month of present session and we now number 880 pupils in both schools. The attendance so far this session is just 10 per cent greater than for same period last session. During present administration four additional teachers, 85 double desks, a $40 geographical chart, a geological cabinet, an extra music teacher, various library books, a well of sparkling water and numerous improvements about the building have all been added to the school. Besides this a regular course of study has been prepared and printed. We are hard at work all along the line.

The present faculty is as follows:

William A. Belk, superintendent, $125 per month; Mary Greer, upper hall principal, $40 per month; Cornie Mayes, lower hall principal, $45 per month; Mary F. Woods, kindergarten, $37.50; Nona Boyston and Lizzie Streator each $40 per month; Mattie Benson, Minnie Markette, Bettie Cock, Hattie Bell, Torie Vaughan and Hattie Benson each $30 per month; Mary Becton and Lottie Jennings each $25 per month. Florence Stone and Nellie West music teachers. Mary L. Anderson, art; Mrs. Robert Leland, elocution.

COLORED SCHOOL.

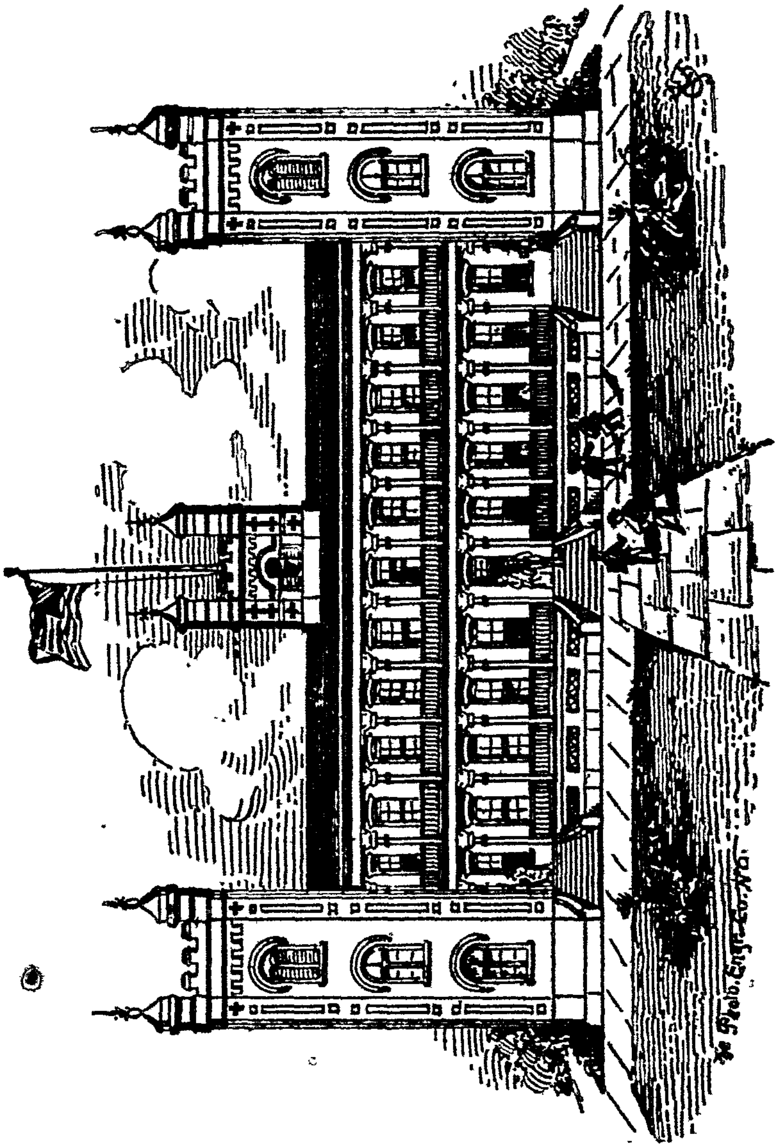
H. T. Tanner, principal, $40 per month; Frances Flemmings $25 per month; Elam Gregory $20 per month; Alice Whitson $15 per month.

We are in good shape financially, having had $600 left over from last year. We make constant use of our library, allowing pupils to receive books from it through the regular librarian.

WESSON.

C. Q. TAPPAN, SUPERINTENDENT.

The year of '92-'93 still found us in temporary wooden buildings. Our large and commodious brick house which had been destroyed by fire was rebuilt the present session, when on the Fourth of July the new one was dedicated by Masonic ceremonies. We feel amply repaid for the delay, as we now have an elegant two-story brick, 75x150 feet. We have the hall system, consisting of a study room 100 feet long on each floor, with three recitation rooms at each end. The furniture is mostly new and of the most modern style. The total cost being about $1,800. We are delightfully situated in a beautiful grove on a hill overlooking the town. The yard is supplied with swings, turning-poles, flying-jennies, etc., which render it very attractive to the pupils. The cut herewith shows the building to a good advantage.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WESSON PUBLIC SCHOOL BUILDING.

Our school is now thoroughly graded and offers a very extended course of study. The year is divided into three terms of three months each. Monthly examinations are held and finals at end of each term. The school was newly chartered last year and diplomas in one form are now granted all pupils completing the prescribed course and presenting orations or essays. Our class last year consisted of six members. Two or three are now attending female colleges. The present senior class comprises twenty-five members. We are very well supplied with physical and chemical apparatus, maps and charts. We have no library, but as we now have a place to keep one, we are making efforts in that direction and hope to succeed before the year closes. During the spring term we give special attention to pupils intending to teach; forming review classes in which the seniors and others may enter.

COURSE OF STUDY.—Consists of primary, grammar and high school departments. The primary does not differ essentially from the usual work done in such departments.

GRAMMAR SCHOOL DEPARTMENT.—In this department we aim to do especially thorough work, realizing that many pupils will advance no further than this part of the curriculum. Reading, arithmetic, both practical and mental, history of Mississippi, history of United States, map drawing, grammar and composition are all made important.

HIGH SCHOOL DEPARTMENT.—Seventh grade: Selected reading one term, physiology two terms, arithmetic, practical and mental, elementary algebra, grammar and composition.

Eighth grade: Arithmetic, higher and reviewed, civil government, advanced algebra, rhetoric and composition, debates, etc., natural philosophy, botany, book-keeping, Comstock's beginning Latin.

Ninth grade: Geometry, chemistry, English literature, Cæsar, and Cicero. Debating society organized.

Tenth grade: Grammar, French, Virgil, trigonometry and general history, and review of some branch each term.

A large number of the educable children are employed in the mills during portions of the year, which accounts for an irregular and low rate of attendance. Thus far outside pupils have not been solicited.

Our faculty for 1893-94 is as follows: C. Q. Tappan, superintendent (same as for 92-93). Latin, French, German, general history and advanced mathematics. T. P. Scott, first assistant, eighth and ninth grades; Miss Addie Marshall, seventh grade; Miss Florence Tillman, sixth grade; Miss Minnie Neeley, fifth grade; Miss Mary McLaurin, fourth grade; Miss Willie Webb, third grade; Miss Lillian Beesley, second grade; Miss Mattie McCollum, second primary; Miss Bessie Smith, first primary; Miss Oliva Smith, hall teacher; Miss Minnie Collier, art and institute; Mrs. L. P. Lindrose, music. All our faculty hold at least a two years license and many a three years. Three of them are college graduates and two have had special training at female seminaries, and as now constituted we consider the faculty a good one.

WINONA.

W. J. TAYLOR, PRINCIPAL.

For plan and cost of building, size and cost of school lot, amount and value of school apparatus, see last "Biennial Report."

Enrollment for session '92-'93, 105 males and 135 females. Average attendance for seven months, males 84, females 93. Expense per capita, as per enrollment, 60c. Expense per capita, as per average, $ 1.27.

The colored school is entirely under supervision of the trustees and county superintendent.

Marked improvement in the attendance has been observed this session. Very little tardiness and almost no irregular attendance.

Sessions '92-'93 and '93-'94 of the University received four boys from the graded school, three of whom entered the Freshmen and one the Sophomore class.

The school carries ten grades, which are designed to include everything preparatory to an easy entrance into the Freshmen class of the University and the I. I. and C. Our efforts to feed the University have been highly successful. Not so with the I. I. and C. We will have about 12 girls and 6 boys ready for the State colleges another session.

We have no high school department. The school is supported by local tax, the payers of which object to the curiculum including college studies. Besides we have two high schools—one for each sex—fed mainly by the graded school, which meet the demands of the town for high educational work.

Pupils in Latin—Roman history, 28; pupils in Latin—beginners, 14; pupils in philosophy, 12; pupils in physiology, 25; pupils in geology, 12; pupils in algebra (Wentworth's Complete), 11; pupils in algebra (elementary, Robinson's), 22.

The present session's work promises to be a decided success. The financial condition of the district will be improved by reason of local tax burdens being removed after this year.

Our educational progress under the graded school administration has been very satisfactory and the prospect is inviting.

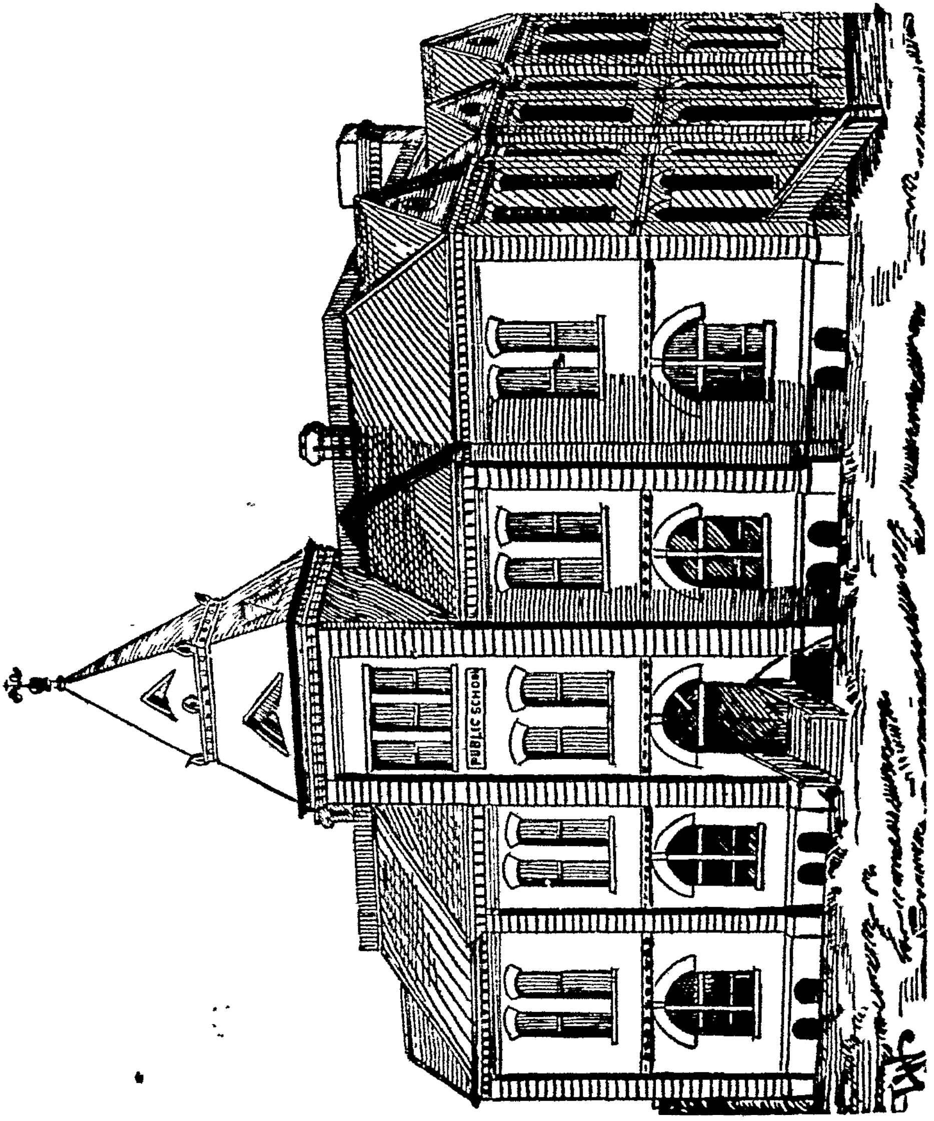
Teachers—1st assistant, C. L. Simpson; 2d assistant, Miss

Lee Grider; 3d assistant, Miss Lee Grider; 4th assistant, Miss Jessie McLean.

YAZOO CITY.

J. C. BROOKS, SUPERINTENDENT.

The present superintendent was placed over the schools in the middle of the school year of 1891-92, so he is unable to make anything more than a partial report for that year. The remainder of that term was taken up in evening up and rounding out the grades to the end that the schools might start off in good shape, with each grade having a year's work ahead of it for the school years of 1892-93.



YAZOO CITY PUBLIC SCHOOL BUILDING.

In the main, this year was successful, nothing very great and startling accomplished, but nearly all doing good, fair work.

There were enrolled during that year, in white school, boys, 153; girls, 148; total, 301. In colored school, boys, 160; girls, 194; total, 354; grand total both schools, boys, 313; girls, 342; total, 655.

Our general attendance was good. While we had a great deal more tardiness than was necessary, still there was considerable improvement in this direction. If our good people could only realize the absolute necessity of regular and punctual attendance on the part of their children. As a general thing this poor attendance is more the result of thoughtlessness than of indifference. They do not see the actual loss to the child and the great injury to the school.

Our course of study consists of ten years; seven years below the high school, and three years in the high school. We complete in the lower grades reading, spelling, arithmetic, English grammar; U. S. history, history State of Mississippi; physics and hygiene.

In the high schoolwe begin Latin and give three years to this study. Algebra, geometry and trigonometry, physics, general history, hystory of England, physical geography, book-keeping, and a thorough review of arithmetic in the last third high school year.

There have been enrolled in our high school department nine girls and five boys. It is a most lamentable fact that but few boys and girls take the full course; and that the girls predominate, frequently as high as four to one. This is true all over the South.

The city owns for the whites a magnificent building, the pride of all her people—a two story brick with large hall and four recitation rooms on upper floor. On lower floor are eight large rooms, each large enough for the pupils of one teacher.

The building is well ventilated, and heated throughout with the Ruttan-Smead system. The closets are in the basement. The entire building is furnished with the latest and best school desks, recitation benches, etc. I really doubt if any school building in the State is better arranged and better furnished. This building stands upon a magnificent lot triangular in shape, containing about five acres. Part of the lot is enclosed by an iron fence, which cost $1,500. The building and lot are worth $35,000 .The furniture and equipment including the furnaces are worth $6,500.

The building used for the colored school is an old frame, which while it answers the purpose, is not the best in the world. It stands upon a good lot owned by the city. The house was repaired and remodeled the past summer, and is now in fairly good condition.

The corps for school year 1893-94, is J. C. Brooks, superintendent; E. L. Mounger, Miss Nora Davis, Miss Ada Calhoun, Miss Mary North, Miss Mary Montgomery, Miss Agnes North, Miss Claudia Jones.

Colored school—J. A. Martin, principal; R. L. Johnson, Annie Ridley, Maggie Williams, Susie Levy, Mattie Foote.

TABLE I.—1891–92.

CITIES.	Number of Pupils Enrolled.							Pupils in Average Attendance.						
	White.			Colored.			Total both Races....	Total both Races....	White.			Colored.		
	Male..	Fem'l	Total..	Male..	Fem'l	Total..			Male..	Fem'l	Total..	Male..	Fem'l	Total..
Aberdeen....................	247	205	452	172	237	409	861	578	215	175	390	80	108	188
Bay St. Louis..................	40	22	62	52	66	118	180	110	25	14	39	35	36	71
Biloxi........................	176	192	368	35	53	88	456	235	93	93	186	22	27	49
Brandon......................	74	71	145	41	52	93	238	159	51	56	107	25	27	52
Brookhaven....................	83	70	153	75	85	160	313	217	62	56	118	49	50	99
Clarksdale....................	42	16	58	49	58	107	165	86	18	12	30	29	27	56
Coffeeville....................	30	28	58	20	17	37	95	95	30	28	58	20	17	37
Columbus.....................	275	314	589	266	380	646	1235	762	195	223	418	146	198	344
Corinth.......................	161	179	340	121	186	307	647	343	111	81	192	61	90	151
Crystal Springs................	117	110	227	....	....	....	227	164	86	78	164	....	....	....
Durant.......................	89	76	165	70	83	153	318	119	61	53	114	45	40	85
Canton.......................	141	127	268	98	132	230	498	318	100	98	198	47	73	120
Enterprise.....................	83	72	155	39	48	87	242	130	46	37	83	20	27	47
Greenville.....................	205	183	388	323	405	728	1116	929	171	153	324	270	335	605
Grenada.......................	170	184	354	129	128	257	611	354	106	113	219	63	72	135
Hattiesburg....................	125	109	234	95	78	173	407	200	75	70	145	25	30	55
Hazlehurst.....................	127	176	303	25	30	55	358	167	90	50	140	12	15	27
Holly Springs..................	106	49	155	125	167	292	447	233	68	27	95	53	76	128
Iuka..........................	69	82	151	32	36	68	219	164	47	62	109	26	29	55

Jackson	286	300	586	234	306	540	1126	644	199	219	418	100	126	226
Kosciusko	127	125	252	71	122	193	445	216	70	71	141	24	51	75
Lexington	59	79	138	51	64	115	253	194	46	75	121	34	39	73
Macon	120	126	246	156	169	325	571	538	75	82	157	183	198	381
McComb	231	248	479	49	62	111	590	292	98	124	222	32	38	70
Magnolia	98	105	203	27	47	74	277	168	62	64	126	14	28	42
Natchez	284	364	648	420	389	809	1457	969	190	260	450	229	290	519
Meridian	594	631	1225	410	398	808	2033	1525	437	518	955	250	320	570
Okolona	200	220	420	150	200	350	770	430	105	115	220	104	106	210
Osyka	95	88	183	44	51	95	273	156	54	54	108	21	27	48
Oxford	149	164	313	84	109	193	506	360	121	129	250	51	59	110
Pass Christian	41	19	60	47	43	90	150	99	27	12	39	31	29	60
Port Gibson	63	71	134	101	128	229	363	203	34	49	83	55	65	120
Senatobia	106	132	238	38	36	74	312	165	65	68	133	16	16	32
Sardis	102	127	229	93	116	209	438	241	66	89	155	38	48	86
Starkville	73	110	183	99	102	201	384	300	64	85	149	75	76	151
Summit	109	106	215	63	75	138	353	250	70	69	139	49	62	111
Tupelo	100	150	250	129	124	253	503	339	78	137	215	60	64	124
Vicksburg	286	400	686	244	485	729	1415	801	173	247	420	129	252	381
Water Valley	250	280	530	125	145	270	800	682	220	250	470	100	112	212
Wesson	275	325	600	15	25	40	640	393	160	200	360	12	21	33
West Point	201	216	417	147	173	320	737	448	134	153	287	74	87	161
Winona	115	87	202	80	90	170	372	198	61	49	110	36	52	88
Yazoo City	130	119	249	127	158	285	534	414	85	98	183	97	134	231

TABLE II.---1891--92.

Cities.	No. Teachers Employed						Both races......	No. of Days Taught......	Total Salaries Paid.						Monthly Salaries.		
	White.			Colr'd.					White.			Colored.					
	Male......	Female....	Total......	Male......	Female....	Total......			Male..	Fem'l	Total..	Male..	Fem'l	Total.	White......	Colored...	Both......
Aberdeen.........	1	10	11	3	4	7	18	180	$ 1500	$ 4000	$ 5500	$ 640	$ 1200	$ 1840	$44 40	$29 20	$38 17
Bay St. Louis........................	...	3	3	...	3	3	6	140	....	435	435	....	735	735	36 20	33 00	34 55
Biloxi..	1	4	5	1	...	1	6	140	595	1085	1680	315	....	315	40 00	45 00	40 76
Brandon..........................	1	3	4	1	1	2	6	140	490	880	1370	320	77	397	42 80	33 08	40 15
Brookhaven.........	...	5	5	1	3	4	9	169	....	1874	1874	336	559	895	41 65	27 74	36 85
Clarksdale......	1	1	2	1	1	2	4	140	900	360	1260	450	225	675	70 00	37 50	53 75
Coffeeville......	1	2	3	1	1	2	5	180	765	900	1665	360	180	540	61 60	27 50	41 50
Columbus.........	2	9	11	3	6	9	20	180	1600	4395	5995	1225	1139	2364	61 16	30 70	43 80
Corinth	2	4	6	2	4	6	12	120	900	631	1531	450	277	727	61 00	25 83	35 40
Crystal Springs................	1	5	6	...	...	...	6	180	900	2060	2960	....	....	....	50 00	....	50 00
Durant..	1	3	4	1	2	3	7	140	525	770	1295	280	330	610	46 25	30 00	39 28
Canton..	2	4	6	2	2	4	10	160	1440	1520	2960	800	349	1149	68 75	35 89	52 32
Enterprise......	1	2	3	1	1	2	5	160	600	720	1320	210	140	350	60 00	25 00	47 50
Greenville............	1	9	10	1	8	9	19	180	1800	4680	6480	675	1595	2270	68 50	37 20	53 68
Grenada..................	1	6	7	2	2	4	11	170	850	2252	3102	710	336	1046	52 10	31 25	44 54
Hattiesburg......	1	2	3	1	...	1	4	140	525	385	910	210	....	210	51 25	30 00	42 62
Hazlehurst..	2	5	7	1	...	1	8	180	1500	2400	3900	320	....	320	51 40	40 00	49 92
Holly Springs..................................	2	2	4	1	3	4	8	180	1575	900	2475	378	684	1062	68 75	29 50	49 15
Iuka..	2	2	4	1	1	2	6	140	1055	....	1055	196	68	264	53 56	29 30	48 40

Jackson	2	11	13	1	7	8	21	180	2025	4319	6344	630	1785	2415	54 22	36 37	45 29
Kosciusko	1	4	5	1	2	3	8	160	540	1260	1800	495	426	921	40 00	36 66	38 75
Lexington	3	2	5	3	2	5	10	140	1035	441	1476	605	78	683	42 71	26 00	34 08
Macon	1	5	6	2	4	6	12	176	1000	1980	2980	449	1120	1569	57 54	29 05	43 28
McComb City	1	5	6	1	1	2	8	180	700	1381	2081	315	162	477	38 54	26 50	35 53
Magnolia	1	3	4	1	1	2	6	140	630	960	1590	245	100	345	56 78	30 00	47 85
Natchez	1	14	15	1	12	13	28	180	900	5040	5940	675	4320	4995	44 00	42 70	43 40
Meridian	1	33	34	1	9	10	44	180	2000	11378	13378	540	1620	2160	42 20	24 00	38 10
Okolona	3	3	6	3	4	7	13	140	1095	1540	2635	585	492	1077	42 50	28 00	34 60
Osyka	2	3	5	1	1	2	7	150	725	465	1190	245	87	332	36 28	23 75	32 70
Oxford	1	6	7	2	1	3	10	180	1350	2430	3780	420	315	735	60 00	28 33	50 50
Pass Christian	1	1	2	2	...	2	4	160	480	245	725	680	....	680	47 50	42 50	45 00
Port Gibson	1	3	4	1	3	4	8	179	678	1026	1704	540	786	1326	46 25	37 50	41 88
Senatobia	3	3	6	1	...	1	7	180	2362	1350	3712	450	....	450	68 75	50 00	66 07
Sardis	2	4	6	1	2	3	9	179	1440	1620	3060	447	373	820	56 60	34 20	49 80
Starkville	1	6	7	4	...	4	11	140	525	1140	1665	904	....	604	33 98	21 18	29 39
Summit	...	5	5	1	3	4	9	140	....	1805	1805	315	546	861	45 12	30 75	38 73
Tupelo	1	5	6	1	2	3	9	160	800	16 00	2400	315	290	605	50 00	26 46	42 15
Vicksburg	2	15	17	1	13	14	31	180	2175	62610	8385	675	3270	3945	54 10	31 38	43 80
Water Valley	1	10	11	1	2	3	14	180	1540	380	5220	360	360	720	44 92	26 60	32 46
Wesson	1	7	8	1	...	1	9	180	900	2494	3394	320	....	320	47 00	40 00	46 20
West Point	3	7	10	2	3	5	15	179	2610	2570	5180	496	600	1096	57 55	24 36	45 82
Winona	2	3	5	2	1	3	8	140	1069	938	2007	389	82	471	72 50	22 50	47 50
Yazoo City	2	6	8	2	4	6	14	180	555	2480	3035	900	855	1755	48 17	39 00	44 35

TABLE III.

TREASURERS' REPORTS OF SEPARATE SCHOOL DISTRICTS.

RECEIPTS.

	Aberdeen	Bay St. Louis.	Biloxi.	Brandon†	Brookhaven.	Canton.	Clarksdale.	Coffeeville.	Columbus.
Balance		$ 597 16	$ 105 99	$ 40 52	$ 548 95	$ 391 80		$ 247 47	$ 1676 59
State Distribution	$ 494 14	302 70	447 93	113 40	179 60	446 50		50 30	1775 42
Polls	488 00	406 60	494 68	174 00	209 00	347 70		114 70	830 33
City Levy	7000 00		1131 41	786 37	2328 28	2231 01	2333 84	1069 31	5182 07
Chickasaw Fund	195 63								
XVI Section Fund									2398 56
Sp'l Tax for old War'nts.								74 00	
2 and 2 Per Cent Fund							25 00		
Special Tax for Building.		939 65							
Building Interest Fund.					776 08			514 12	
Tuition fees					181 25				18 00
From County pupils		58 64		226 00		669 55	148 38	150 00	307 50
Other Sources	1350 00	*1038 89	84 36	506 71	298 50	561 50	‡627 88	543 80	
Total	9527 77	3325 64	2264 37	1846 93	4521 66	4648 06	3135 10	2763 70	12188 47

TABLE III—CONTINUED.

DISBURSEMENTS.

	Aberdeen.	Bay St. Louis.	Biloxi.	Brandon.	Brook-haven.	Canton.	Clarks-dale.	Coffee-ville.	Colum-bus.
Salary of County Sup't...		$ 75 00	$ 84 36	$ 19 00		$ 44 40			$ 240 00
S'l'y City Supt. (or Princ.)	$ 1500 00		595 00			1000 00	$ 900 00		1075 05
Salaries of Teachers......	5840 00	1170 00	1400 00	1819 95	$ 2769 95	3108 75	1210 00	$ 1903 50	7344 15
Treasurer's Commissions		72 13	99 75		85 13	127 68			
Fuel and Janitor..........	410 00	18 00					147 61	156 11	322 65
Rent and Repairs..........		128 33		7 98			422 00	67 10	619 11
Building									1470 75
Interest on Bonds.........	1500 00	218 05			757 05			507 85	
Incidentals..................	277 77		64 02					95 00	219 57
Insurance....................									250 00
Total..........................	9527 77	1681 51	2243 13	1846 93	3612 13	4280 83	2679 61	2729 56	11541 28
Balance Forward...........		1644 13	21 24		909 53	367 23	455 49	34 14	647 19
Amount Unpaid Bonds.					10500 00				

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*Amount of City levy collected by Sheriff.

†City Treasurer fails to account for $ 18.43, which County Treasurer and Superintendent report as paid him by County Treasurer. "Other Sources". receipts includes R. R. tax, County levy in Brandon, and $19.00 Superindent's salary.

‡Includes polls.

TABLE III.—CONTINUED.

RECEIPTS.

	Corinth.	Crystal Springs.	Durant.	Enterprise.	Greenville.	Grenada.	Hattiesburg.	Hazelhurst.	Holly Springs.	Iuka.
Balance	$ 41 28	....	$ 130 78	....	$ 1103 06	$ 2652 95	$ 26 26	$ 51 34	$ 201 04	$ 2 90
State distribution	320 02	$ 248 12	240 00	$ 324 33	....	450 88	157 22	413 58	757 20	75 63
Polls	456 00	228 00	994 23	....	....	523 70	420 00	302 64	....	....
City levy	1211 15	2033 30	....	1204 58	2762 83	2874 60	2134 42	1143 67	....	779 46
Chickasaw f'd	260 30	....	....	....	....	....	....	....	434 25	175 45
Building interest fund	....	723 92	....	....	....	1437 35	....	1700 00	....	....
From pupils (tuition fees)	25 80	636 00	3 00	318 75	....	64 00	....	379 11	....	....
From county, for county pupils	*245 73	263 40	249 72	282 05	506 00	....	....	735 50	....	174 60
Other sources	46 00	....	346 44	44 00	4743 55	766 70	71 75	504 35	†2269 21	31 28
Total receipts	2606 28	4132 74	1964 17	2173 71	9115 44	8770 18	2799 65	5230 19	3661 70	1239 32

TABLE III.—CONTINUED.

DISBURSEMENTS.

Salary county supt..	$ 58 82	$ 42 00	....	....	....	$ 199 80	$ 25 00	$ 30 00	$ 71 04	$ 12 65
Salary of city supt. (or principal)...	600 00	900 00	$ 525 00	$ 637 50	$ 1800 00	900 00	525 00	850 00	....	....
Salaries of teachers......	1539 82	2060 00	1400 00	1114 50	6950 00	3115 77	690 00	2210 00	3113 35	1224 07
Treas. commissions......	47 03	....	....	....	....	212 88	69 99	75 03	86 50	....
Fuel and janitor's wages.	204 30	155 00	12 10	....	397 25	222 46	18 00	212 13	....	....
Rent and repairs..........	59 24	....	....	....	527 60	90 85	14 10	....	....	....
Building..	....	....	....	211 93	....	....	1433 28	....	....	....
Interest on bonds.........	....	580 00	....	....	....	2460 00	....	1700 00	....	....
Incidentals {	71 72	251 82	27 07	200 53	77 80	....	19 10	....	1 00	....
	....	....	....	....	....	107 30	....	....	....	....
Total disbursements.	2580 93	3988 82	1964 17	2165 06	9752 65	7309 00	2794 47	5077 16	3271 89	1237 72
Balance forward..........	25 35	143 92	....	8 65	....	1461 18	5 18	153 03	389 81	1 60
Deficit...........	....	....	....	....	637 21	....	270 25	....	....	....
Amount unpaid bonds..	....	10060 00	....	....	....	10000 00	....	23000 00	....	....

*Added to R. and D.

†City treasurer says this came from county; but he fails to keep his accounts as the law directs.

TABLE III.—CONTINUED.

RECEIPTS.

	Jackson	Kosciusko	Lexington	Macon.	McComb City.	Magnolia.	Meridian.	Natchez	Okolona
Balance..................	$ 1400 26	$ 944 34	$ 439 03	....	$ 755 82	....	....	$ 6 12	$ 9 09
State Distributions........	1486 85	279 03	120 40	$ 490 30	1824 90	$ 100 00	$ 1831 28	1088 40	290 45
Polls..........................	663 10	317 49	214 00	352 00	94 15	100 92	2166 66	1215 00	
City levy......................	7364 15	2429 03	1829 83	3320 58	....	657 33	14197 73	9085 35	1540 00
Chickasaw fund..........	....	....	....	....	....	....	....	....	240 91
Special tax for building.	....	759 07	....	....	....	....	....	....	....
Building interest fund...	....	....	....	....	....	....	1797 76	....	....
From County pupils (tuition fees)............	....	....	5 25	16 00	22 00	76 30	....	....	....
From county, for county pupils......................	364 11	368 65	224 95	359 25	33 25	366 27	871 80	....	43 30
Other sources..............	143 40	874 29	47 21		933 95	358 80		1709 91	41 86
Total receipts............	11421 87	5971 90	2880 67	4538 13	3664 07	1750 60	20865 23	13104 78	2165 61

TABLE III.—CONTINUED.

DISBURSEMENTS.

Salary county Supt		36 60		44 38	40 50	18 00		339 30	
Salary city supt (or prin.)	1980 00	900 00		1000 00	698 00	630 00	2000 00	1575 00	
Salaries of teachers	6677 05	2546 70	2084 00	3409 84	1859 75	1305 05	15538 54	9360 00	2155 00
Treasurer's commissions		129 37	66 63		70 98			134 70	
Fuel and janitor's wages	553 31	596 31			98 58		850 15	628 10	
Rent and repairs	499 59	737 35	89 90		244 37		182 27	912 20	
Building	*256 60						900 00		
Incidentals	186 58	522 39		2 17	75 86		495 28	118 62	
Insurance	182 85								
Total disbursements	10345 88	5469 12	2240 53	4456 89	3088 02	1953 00	19966 24	13067 92	2165 00
Balance forward	1075 99	502 78	640 10	81 24	575 05		898 90	36 86	10 61
Deficit				163 16		202 40			
Am't unpaid bonds	24300 00								

*Furniture.

TABLE III.—CONTINUED.

RECEIPTS.

	Osyka. §	Oxford.	Pass Christian.	Port Gibson.	Sardis.	Senatobia.	Stark-villle.	Summit.	Tupelo.
Balance	$ 61 46	$ 3 50	$..........	$ 473 13	$ 1512 04	$ 28 98	$ 29 04	$ 1965 22	$ 1825 63
State Distribution	....	349 20	324 76	321 12	....	94 87	484 75	294 45	200 36
Polls	....	342 00	186 60	376 20	2024 20	158 53	297 60	233 00	396 00
City levy	526 65	3488 95	1151 00	1645 61	1739 13	3577 65	1334 44	1422 23	1137 05
Chickasaw Fund	....	283 30	....	....	110 30	50 82	....	....	175 54
Special Tax for Building	1010 26	....	....	....	....	....	....	....	....
Building Interest Fund	34 85	2492 03	....	....	....	....	....	....	....
From county pupils (tuition fees)	....	106 35	19 50	....	105 00	....	....	28 00	....
From county, for county pupils	143 85	459 29	....	* 156 85	450 00	362 30	†..........	....	232 20
Other sources	1218 35	235 75	2 25	600 00	150 00	47 80	....	366 50	1105 24
Other sources	....	....	....	....	....	....	....	....	1243 60
Total Receipts	2995 42	7760 43	1684 11	3572 91	6090 67	4320 95	2145 83	4309 40	6315 62

TABLE III.—CONTINUED.

DISBURSEMENTS.

Salary of County Superintendent......	$ 29 70	$ 51 02	$ 51 66	$ 39 50	$............	$............	$ 35 95	$ 54 00	$ 45 62
Salary of City Supt. (or Principal).........	600 00	1350 00	480 00	....	....	2362 30	....	495 00	800 00
Salaries of Teachers........	1092 50	3165 00	951 25	3031 50	3880 00	1800 00	1897 88	2005 63	2205 00
Treasurer's Commissions	58 68	....	40 75	....	....	85 27	....	67 50	112 25
Fuel and Janitor's wages	304 22	205 00	63 60	....	99 00	57 28	....	124 00	204 91
Rent and repairs............	11 13	....	....	....	....	....	....	21 00	81 05
Building......	887 37	....	....	....	....	....	....	....	....
Interest on Bonds..........	....	2466 09	....	....	....	....	....	....	600 00
Incidentals {	....	39 54	11 08	....	385 40	....	157 73	....	....
....	....	....	....	....	150 00	....	....	....	....
Total Disbursements...	2983 60	7276 65	1598 34	3070 00	4514 40	4304 85	2091 56	2767 13	4048 83
Balance forward............	11 82	483 78	85 77	501 91	1576 27	16 10	54 27	1542 27	2266 79
Amount unpaid bonds...	....	....	....	....	....	....	....	....	10000 00

§County Superintendent's Report shows true balance to be $13 60.

*County Treasurer reports $203 92.

†County Treasurer reports that he paid City Treasurer $477 10 for County pupils.

TABLE III.—CONTINUED.

RECEIPTS.

	Vicksburg.	Water Valley.	Wesson.	West Point.	Winona.	Yazoo City.
Balance	$ 702 91	$...........	$ 564 61	$ 159 06	$ 454 13	$ 2103 23
State Distribution	4990 80	364 35	106 35	388 34	245 31	289 75
Polls	1456 06	727 30	597 52	361 34	144 00	639 18
City levy	18294 59	4500 00	4067 46	2237 32	1901 27	5631 90
Chickasaw fund	....	427 30	....	275 19	....	....
Building Interest Fund	....	....	....	1960 42	....	4 15
From county pupils (tuition fees)	....	....	37 00	....	....	....
From county, for county pupils	206 06	480 00	61 80	1242 17	....	366 65
Other sources	....	....	....	1649 80	* 701 47	2076 50
Total Receipts	25650 36	6498 95	5434 74	8263 54	3446 18	11111 71

TABLE III.—CONTINUED.

DISBURSEMENTS.

Salary of County Superintendent	561 80	....	48 00	67 80	15 15	....
Salary of City Superintendent (or Principal	1500 00	1125 00	900 00	1350 00	900 00	1105 00
Salaries of Teachers	10155 15	4452 50	2494 85	4995 00	1608 85	4790 00
Treasurer's Commissions	....	....	37 94	....	....	149 49
Fuel and Janitor's wages	1439 10	340 00	75 61	218 05	....	615 25
Rent and repairs	210 00	175 00	130 00	....	....	....
Building	....	....	....	....	....	3726 40
Interest on Bonds	....	....	....	1960 42	....	....
Incidentals	337 50	225 00	147 13	239 00	† 900 00	375 32
Total Disbursements	13924 51	6317 50	3833 53	8830 27	3424 00	10761 46
Balance forward	11725 85	181 45	1601 21	....	22 18	350 22
Deficit	....	....	....	566 73	....	....
Amount unpaid Bonds	....	....	5000 00	11000 00	....	....

*Includes $38.39 F. & F., from County Treasurer, $80 fines by Mayor, and $583.08 erroneously collected.

†Erroneously collected and paid back; $25 still due on Superintendent's salary.

TABLE IV. 1892-'93.

SEPARATE SCHOOL DISTRICTS.	Total Enrollment.							Average Daily Attendance.							No. Teachers Employed.						
	White.			Colored.			Both Races.	Both Races.	White.			Colored.			Both Races	White.			Col'd		
	M.	F.	T.	M.	F.	T.			M.	F.	T.	M.	F.	T.		M	F.	T.	M	F.	T.
Aberdeen	143	207	350	158	220	378	728	432	111	141	252	73	107	180	15	1	9	10	1	4	5
Bay St. Louis	63	51	114	52	60	112	226	134	42	28	70	29	35	64	6	1	2	3	...	3	3
Biloxi	202	218	420	19	20	39	459	222	95	98	193	14	15	29	7	1	5	6	...	1	1
Bolton	57	67	124	58	52	110	234	184	41	48	89	41	54	95	5	1	2	3	1	1	2
Brandon	71	79	150	37	47	84	234	171	57	62	119	23	29	52	6	1	4	5	1	...	1
Brookhaven	115	105	220	90	89	179	399	272	87	82	169	54	49	103	9	...	6	6	1	2	3
Canton	142	144	286	147	162	309	595	457	120	115	235	110	112	222	10	2	4	6	1	3	4
Clarksdale	45	40	85	80	104	184	269	118	23	23	46	30	42	72	4	1	1	2	1	1	2
Coffeeville	30	28	58	20	17	37	95	95	30	28	58	20	17	37	5	1	2	3	1	1	2
Columbus	278	286	564	314	440	754	1318	833	198	218	416	172	245	417	19	2	9	11	3	5	8
Corinth	154	133	287	121	157	278	565	269	84	70	154	47	68	115	10	2	3	5	2	3	
Crystal Springs	98	108	206	......	......	......	206	182	90	92	182	.....	.....	.....	6	1	5	6	...	...	..
Durant	84	87	171	62	86	148	319	176	53	51	104	30	42	72	7	...	4	4	1	2	3
Edwards	54	56	110	......	......	......	110	71	33	38	71	.....	.....	.....	3	1	2	3	...	...	...
Ellisville	81	74	155	34	47	81	236	137	54	47	101	16	20	36	4	1	2	3	1	...	1
Enterprise	70	65	135	27	33	60	195	110	43	37	80	13	17	30	5	2	1	3	1	1	2
Eupora	55	68	123	21	16	37	160	108	39	46	85	13	10	23	5	2	2	4	1	...	1
Greenville	240	278	518	389	495	884	1402	792	170	178	348	196	248	444	18	2	8	10	...	8	8
Greenwood	68	76	144	117	139	256	400	261	50	51	101	71	89	160	7	1	3	4	1	2	3
Greneda	142	157	299	116	129	245	544	292	92	108	200	42	50	92	10	1	6	7	2	1	3
Hattiesburg	125	109	234	29	37	66	300	194	75	70	145	23	26	49	6	1	3	4	1	1	2
Hazlehurst	129	144	273	50	34	84	357	256	105	124	229	16	11	27	8	2	5	7	...	1	1
Holly Springs	108	44	152	74	96	170	322	180	74	26	100	34	46	80	9	2	3	5	1	3	4
Iuka	64	72	136	32	26	58	194	128	41	49	90	20	18	38	6	2	2	4	1	1	2

Jackson	304	358	662	264	360	624	1286	894	218	273	491	151	252	403	24	2	13	15	1	8	9
Kosciusko	156	135	291	75	95	170	461	289	90	92	182	41	66	107	9	2	4	6	1	2	3
Laurel	59	48	107	20	23	43	150	88	31	28	59	14	15	29	3	1	1	2	...	1	1
Lexington	53	71	124	48	53	101	225	163	50	60	110	24	29	53	7	2	2	4	1	2	3
Macon	88	117	205	150	163	313	518	334	51	66	117	102	115	217	12	2	4	6	2	4	6
Magnolia	85	86	171	32	54	86	257	153	49	51	100	19	34	53	6	2	2	4	1	1	2
McComb City	172	195	367	75	81	156	523	367	133	157	290	36	41	77	8	1	5	6	2	...	2
Meridian	582	767	1349	293	477	770	2119	1524	412	557	969	187	368	555	44	1	31	32	1	11	12
Natchez	285	326	611	405	442	847	1458	994	180	226	406	256	332	588	28	1	14	15	1	12	13
Newton	65	72	137	......	......	......	137	100	47	53	100	.....	.....	.....	4	1	3	4	...	...	...
Okolona	119	137	256	118	159	277	533	411	101	110	211	92	108	200	14	2	6	8	1	5	6
Osyka	104	97	201	50	57	107	308	166	50	58	108	23	35	58	6	1	3	4	1	1	2
Oxford	149	172	321	70	87	157	478	427	136	147	283	65	79	144	10	1	6	7	1	2	3
Pass Christian	38	19	57	54	35	89	146	74	20	12	32	26	16	42	4	1	1	2	2	...	2
Poplarville	40	61	101	7	8	15	116	82	26	43	69	7	6	13	4	1	2	3	...	1	1
Pontotoc	83	57	140	48	54	102	242	148	61	41	102	22	24	46	6	1	3	4	1	1	2
Port Gibson	78	97	175	99	123	222	397	261	53	74	127	63	71	134	9	1	4	5	1	3	4
Sardis	91	115	206	90	126	216	422	233	49	73	122	41	70	111	8	1	4	5	1	2	3
Starkville	98	118	216	83	91	174	390	257	75	78	153	50	54	104	8	1	4	5	2	1	3
Summit	118	100	218	88	132	220	438	219	66	55	121	34	64	98	8	...	4	4	1	3	4
Tupelo	128	173	301	120	115	235	536	328	83	123	206	63	59	122	9	1	6	7	1	1	2
Vicksburg	316	436	752	189	369	558	1310	819	193	319	512	104	203	307	29	1	15	16	1	12	13
Water Valley	250	280	530	125	145	270	800	682	220	250	470	100	112	212	16	1	12	13	2	1	3
Wesson	300	340	640	30	24	54	694	532	242	271	513	11	8	19	11	2	8	10	...	1	1
West Point	132	180	312	150	200	350	662	477	128	165	293	78	106	184	13	2	6	8	2	3	5
Winona	133	241	374	120	180	300	674	259	64	83	147	49	63	112	8	2	3	5	1	2	3
Yazoo City	153	148	301	160	194	354	655	505	123	125	248	104	153	257	13	1	6	7	2	4	6

TABLE V.—1892-93

	Amount paid, Teacher's Salaries.							Average Monthly Salaries.							
	White.			Colored.				White.			Colored.				
	Male.	Female.	Total.	Male	Female.	Total.	Both Races.	Males.	Female.	Total.	Male.	Female.	Total.	Both Races.	No. days.
Aberdeen	$ 700	$2686	$3386	$268	$ 691	$ 959	$ 4345	100 00	$42 73	$47 43	$38 40	$24 80	$27 52	$37 16	140
Bay St. Louls	385	432	817	......	735	735	1552	55 00	32 50	43 75	....	35 00	35 00	39 37	140
Biloxi	595	1400	1995	......	210	210	2205	85 00	40 00	47 50	....	30 00	30 00	45 00	140
Bolton	880	800	1600	265	100	365	1965	88 88	44 44	59 25	29 50	11 11	20 30	43 67	180
Brandon	350	905	1255	280	....	280	1535	50 00	32 78	41 89	40 00	....	40 00	40 69	138
Brookhaven	....	2615	2615	350	560	910	3525	....	48 43	48 43	50 00	40 00	43 33	47 00	160
Canton	705	1520	2225	315	500	815	3040	55 00	47 50	51 73	45 00	25 00	29 00	42 82	150
Clarksdale	950	400	1350	500	200	700	2050	100 00	40 00	70 00	50 00	20 00	35 00	52 50	200
Coffeeville	720	585	1305	360	135	495	1800	80 00	32 50	64 00	40 00	15 00	27 50	51 00	180
Columbus	1835	4568	6403	910	1082	1992	8395	101 95	56 39	64 68	39 57	24 06	29 30	50 27	180
Corinth	1050	546	1596	525	286	811	2407	75 00	30 00	48 00	37 50	16 66	25 00	36 50	140
Crystal Springs	800	1880	2680	......	....	....	2680	100 00	47 00	55 80	....	....	....	55 80	160
Durant	128	1307	1435	280	279	559	1994	85 00	48 84	56 07	40 00	25 00	30 00	46 25	140
Edwards	750	850	1600	......	....	....	1600	75 00	42 50	53 33	....	....	....	53 50	200
Ellisville	535	490	1025	210	....	210	1235	75 00	35 00	48 05	30 00	....	30 00	43 75	140
Enterprise	920	215	1135	150	80	230	1365	57 50	26 87	42 08	30 00	20 00	25 00	33 59	160
Eupora	779	490	1269	175	....	175	1444	70 89	35 00	52 44	25 00	....	25 00	38 97	140
Greenville	1585	3600	5185	......	1785	1785	6970	100 00	51 85	56 25	....	33 85	33 85	47 45	150
Greenwood	800	1120	1920	300	330	630	2550	100 00	46 66	60 00	50 00	26 50	35 00	49 28	138
Grenada	900	2385	3285	614	155	769	4054	100 00	44 16	52 14	33 96	22 50	29 50	45 36	180
Hattiesburg	280	805	1085	210	175	385	1470	40 00	38 53	38 73	30 00	25 00	25 00	35 00	140
Hazlehurst	1440	1600	3040	......	270	270	3310	80 00	40 00	51 40	....	30 00	30 00	48 74	180

Holly Springs	1459	1000	2459	299	435	734	3193	87 50	40 00	59 00	17 98	17 38	17 89	25 57	180
Iuka	1372	....	1372	280	135	415	1787	49 00	49 60	49 00	46 72	20 00	36 08	43 79	140
Jackson	1980	4995	6975	630	2158	2788	9763	110 00	42 69	51 66	70 00	30 62	35 00	45 41	180
Kosciusko	840	1280	2126	440	440	880	3000	55 00	40 00	45 00	55 00	27 50	36 86	42 22	160
Laurel	280	205	485	......	90	90	575	40 00	34 28	39 28	....	15 00	15 00	28 09	140
Lexington	945	485	1430	281	285	566	1996	67 50	34 78	51 19	40 20	25 00	30 07	42 10	140
Macon	1540	1530	3070	450	1125	1575	4645	88 40	44 24	54 33	25 00	31 25	29 16	44 25	176
Magnolia	1085	560	1645	245	150	395	2040	77 50	40 00	58 75	35 00	25 00	30 00	35 85	140
McComb City	600	1340	1940	424	....	424	2364	75 62	33 50	40 52	26 66	....	26 66	37 05	160
Meridian	2000	11676	13676	420	1680	2100	15776	200 00	53 00	57 37	60 00	21 00	24 25	48 35	140
Natchez	1073	5040	6113	675	4320	4995	11108	119 25	40 00	45 28	75 00	40 00	42 69	44 08	180
Newton	398	456	854	......	....	....	854	85 00	35 00	47 50	....	....	....	47 50	140
Okolona	1218	1155	2373	210	525	735	3108	87 00	33 00	46 50	30 00	15 00	17 50	27 50	140
Osyka	255	579	834	215	55	270	1104	63 75	27 57	36 61	30 71	13 75	22 23	28 48	140
Oxford	1200	2295	3495	315	307	622	4117	133 33	42 50	55 55	35 00	17 50	24 44	45 80	180
Pass Christian	600	245	845	732	....	732	1577	75 00	35 00	55 00	47 50	....	47 50	48 75	160
Poplarville	595	490	1085	......	40	40	1125	85 00	35 00	51 40	....	20 00	20 00	43 50	140
Pontotoc	420	582	1002	210	100	310	1312	60 00	30 00	37 50	30 00	20 00	25 00	31 66	140
Port Gibson	712	1320	2032	543	772	1315	3347	80 00	37 56	46 36	60 00	29 70	37 58	42 48	180
Sardis	935	1620	2555	343	390	742	3297	95 80	45 00	55 84	38 36	25 00	29 68	46 62	179
Starkville	560	863	1423	314	55	369	1792	80 00	26 50	35 41	22 50	18 20	21 07	30 63	140
Summit	....	1440	1440	400	649	1049	2489	....	45 00	45 00	50 00	27 06	32 79	38 89	160
Tupelo	800	1920	2720	315	111	426	3146	100 00	40 00	48 57	37 37	15 00	27 18	43 82	160
Vicksburg	2175	5760	7935	675	3105	3780	11715	75 00	44 00	59 56	75 00	33 00	54 00	56 75	180
Water Valley	1125	2557	3682	625	225	850	4532	125 00	33 68	39 93	34 72	25 00	28 33	36 00	180
Wesson	1260	2484	3744	......	225	225	3969	70 00	34 60	41 66	....	25 00	25 00	40 08	180
West Point	1540	2160	3700	540	577	1117	4817	85 55	40 00	51 38	30 00	21 66	25 00	41 23	180
Winona	1065	735	1800	140	240	380	2180	90 00	35 00	57 00	20 00	20 00	20 00	43 12	140
Yazoo City	1945	2461	4406	855	1031	1886	6292	75 00	45 79	49 34	47 50	28 85	35 09	43 11	180

TABLE VI.—1892-93.

	Value of School Property			Number of Pupils Studying Each Branch.											
	Houses.	Lots.	Total Value.	Spelling.	Reading.	Geography.	Arithmetic.	Mental Arithmetic.	Grammar.	Composition.	U. S. History.	Physiology.	Natural Philosophy.	History Mississippi.	Civil Government.
Aberdeen	$ 32000	$ 2000	$ 34000	505	638	371	418	426	339	66	102	65	15	4	12
Bay St. Louis	5300	650	5950	189	175	95	145	56	80	32	60	45	8	2	1
Biloxi	10000	1600	11600	388	480	82	470	153	47	32	65	12	9	......	......
Bolton	2500	200	2700	191	211	144	181	116	82	17	88	16	13	16	4
Brandon	4750	245	4995	247	247	147	218	181	88	140	82	39	6	......	......
Brookhaven	9650	800	10450	363	373	125	250	116	157	164	36	25	20	26	35
Canton	2500	300	2800	490	460	250	470	125	220	20	140	60	45	40	120
Clarksdale	4500	300	4800	138	170	105	157	30	82	52	51	29	10	......	......
Coffeeville	5000	1000	6000	250	200	125	175	116	125	165	120	75	6	15	15
Columbus	30000	1300	31300	1136	1239	465	911	204	465	70	253	134	28	140	12
Corinth	3000	150	3150	475	475	357	365	126	315	110	164	74	41	70	18
Crystal Springs	10000	400	10400	180	180	98	191	78	115	93	98	34	14	25	12
Durant	1300	210	1510	265	270	195	241	120	160	144	164	15	5	30	30
Edwards	7000	600	7600	82	82	61	108	108	88	110	82	12	12	12	14
Ellisville	8000	600	8600	169	169	123	145	38	86	40	22	15	12	1	2
Enterprise	1800	300	2100	153	195	86	149	59	61	113	94	39	21	......	......
Eupora	2200	225	2425	150	138	60	95	45	70	25	45	21	21	15	15
Greenville	1500	2000	17000	1221	1194	734	871	446	475	147	326	185	164	24	22
Greenwood	400	400	4400	384	384	167	203	65	52	48	61	45	2	9	2

Grenada	$ 25000	$ 500	$ 25500	312	370	178	402	114	258	39	87	96	15	25	20
Hattiesburg	2500	750	3250	300	240	200	200	......	40	110	80	30	14	4	5
Hazelhurst	23000	420	23420	640	640	420	600	120	330	60	170	45	20	80	29
Holly Springs	5600	400	5400	304	302	202	251	123	219	98	69	14	13	......	......
Iuka	1500	250	1750	111	74	82	155	20	67	50	60	67	30	......	......
Jackson	30000	1500	31500	1223	1083	497	1259	200	467	80	190	72	27	58	12
Kosciusko	4000	300	4300	323	258	229	361	298	187	75	138	48	7	......	5
Laurel	700	100	800	124	101	50	78	3	40	34	34	9	2	2	......
Lexington	4250	350	4600	175	190	125	170	85	100	90	100	35	20	30	25
Macon	12000	1000	13000	456	447	389	513	186	393	409	140	97	24	35	39
Magnolia	2000	250	2250	231	238	203	180	7	75	7	75	75	75	75	75
McComb City	2000	300	2300	480	489	259	481	15	177	......	95	2	......	......	......
Meridian	75000	8000	83000	2019	2019	1818	2018	2019	2019	2019	1214	2019	1614	334	330
Natchez	25000	1500	26500	1342	1246	769	770	1461	410	735	226	225	63	......	......
Newton	2700	300	3000	121	106	80	108	54	76	......	37	20	6	9	......
Okolona	30000	900	30900	303	353	280	385	245	335	92	210	48	36	24	18
Osyka	2000	250	2250	273	173	166	286	215	131	104	62	20	14	9	9
Oxford	15000	1200	16200	235	380	280	235	260	265	303	201	130	110	32	30
Pass Christian	1500	350	1850	144	146	68	78	74	62	43	49	6	1	......	......
Poplarville	4000	600	4600	107	93	68	71	......	46	......	74	16	4	16	......
Potontoc	4000	500	4500	125	135	64	133	124	123	60	85	35	25	25	15
Port Gibson	5000	400	5400	348	377	273	397	88	251	249	112	9	......	9	......
Sardis	6350	450	6800	257	320	196	272	199	213	6	109	34	13	......	......
Starkville	4000	50	4050	360	316	186	236	241	133	51	141	50	19	55	57
Summit	2000	250	2250	397	397	167	233	80	162	......	140	61	15	10	......
Tupelo	15200	500	15700	466	518	268	415	189	277	277	184	64	11	36	36
Vicksburg	25000	5000	30000	1150	1100	740	1230	445	760	485	370	36	18	180	18
Water Valley	7000	2000	9000	750	528	318	475	325	400	324	350	200	75	100	50
Wesson	15000	600	15600	257	188	172	237	102	177	......	177	70	16	......	......
West Point	17000	2000	19000	598	640	533	520	53	548	520	276	93	45	2	2
Winona	11000	1000	12000	318	257	169	261	204	155	47	51	50	27	37	15
Yazoo City	36700	2300	39000	450	640	235	65	655	644	644	65	......	11	65	65

TABLE VII.—1891-'92.

	Expenditures Per Capita—Amt each.			Total Assessed Value of Property..........	Mills, local School tax.	Population, U. S. Census 1890.........	Total Receipts..........	Total Disbursement...
	Educable Child.........	Enrolled......	In Average Attendance.					
Aberdeen	$ 3.31	$ 7.50	$ 12.68	$ 900000	3	3448	$ 5474 87	$ 5458 56
Bay St. Louis	2.19	6.86	11.58	532706	...	1974	4014 21	3985 20
Biloxi	1.50	4.80	9.91	545273	1	3234	2893 55	2649 28
Bolton	8.43	9.44	12.00	132491	6	....	2209 64	2209 64
Brandon	6.41	7.39	10.12	162691	6	....	1531 13	1531 10
Brookhaven	6.70	8.83	12.94	657082	...	2142	5020 62	4409 87
Canton	4.34	5.10	6.65	453325	...	2131	5272 30	4535 96
Clarksdale	16.08	11.24	25.61	314778	8	....	3537 58	3023 01
Coffeeville	2.46	2.70	2.70	141686	14	....	2798 48	2681 75
Columbus	3.49	6.91	10.93	1877410	...	4559	9474 50	9105.95
Corinth	3.94	5.20	10.90	510328	2	2111	2730 87	2680 49
Crystal Springs	9.08	17.18	19.41	421876	2	....	3423 08	3535 24
Durant	3.42	6.25	11.33	393755	3	1259	2684 73	2606 67
Edwards	12.27	15.73	24.38	218150	...	....	1531 14	1731 43
Ellisville	3.85	5.67	9.77	271861	3	....	1436 76	1338 66
Enterprise	8.58	9.35	17;06	163854	7½	....	1865 31	1859 75
Eupora	1.83	1.89	2.74	120907	...	....	1727 69	1550 68
Greenville	4.98	7.40	13.20	3247783	½	6657	10452 97	8509 29
Greenwood	5.10	7.23	11.11	303648	...	....	3051 45	3033 07

Grenada	9.61	13.72	25.54	811875	6	2416	8312 79	7468 84
Hattiesburg	3.06	5.48	8.38	....	...	1172	1848 58	1645 54
Hazlehurst	18.52	18.44	26.01	425167	5	....	7433 01	6559 75
Holly Springs	5.39	11.88	20.37	607956	...	2246	3625 40	3313 58
Iuka	5.85	9.21	13.93	228899	3½	1019	1527 80	1472 73
Jackson	6.11	9.86	14.18	2913840	...	5920	15519 18	12682 59
Kosciusko	4.11	6.50	10.38	611757	...	1394	4396 70	4396 70
Laurel	2.77	3.95	6.66	61114	3	....	629 44	593 55
Lexington	5.12	8.56	12,25	412990	3	1075	2254 87	2062 62
Macon	6.08	9.90	14.92	611655	5	1565	5559 91	5132 56
Magnolia	7.37	7.31	12.24	223250	...	....	1871 54	1893 55
McComb City	3.17	4.52	6.42	317335	...	2383	2809 24	2007 38
Meridian	4.95	7.53	10.47	5015210	...	10624	21727 99	21538 07
Natchez	3.78	8.60	12.61	3419251	...	10102	12573 01	12539 64
Newton	4.96	6.20	8.63	256150	5½	....	862 84	862 81
Okolona	3.73	5.96	7.73	328716	...	2099	3358 19	3177 45
Osyka	3.21	3.58	6.65	90616	...	....	1405 61	1405 61
Oxford	6.65	8.61	9.64	390259	3	1546	7586 21	6451 83
Pass Christian	2.27	10.80	21.32	596490	1	1705	2102 86	1732 58
Poplarville	5.27	11.13	13.72	158577	5	....	1500 48	1435 22
Pontotoc	4.52	5.68	9.28	172724	...	....	1554 14	1553 34
Port Gibson	5.20	8.96	13.61	683600	3	1525	3552 41	3556 56
Sardis	4.90	7.80	14.16	473022	...	1044	3981 61	3440 93
Starkville	2.37	4.59	6.23	350000	3	1725	2527 82	2402 82
Summit	4.09	6.37	12.72	483287	3	1587	3961 98	3186 40
Tupelo	5.68	6.67	10.89	264385	...	1477	3663 10	3572 64
Vicksburg	5.40	18.35	26.88	5840238	...	13373	35160 83	23872 29
Water Valley	5.64	8.04	9.43	596464	...	2832	7634 16	7033 80
Wesson	3,85	8.93	11.65	1461517	...	3168	8718 38	6197 47
West Point	7.64	11.58	16.07	735901	3	2762	7565 00	7667 11
Winona	4.27	3.37	8.71	633373	2	1948	2278 98	2273 20
Yazoo City	7.27	13.20	17.12	1772947	3½	3286	8644 05	8642 94

TREASURERS' REPORTS OF SEPARATE SCHOOL DISTRICTS, 1892-93.

RECEIPTS.

	Aberdeen	Bay St. Louis.	Biloxi.	Bolton.	Brandon.	Brookhaven.	Canton.	Clarksdale.	Coffeeville.
Balance	$	$ 1644 13	$ 21 24	$	$	$ 909 53	$ 367 23	$ 455 49	$ 27 87
State Distribution	1819 63	928 20	2168 45	466 96	360 68	559 22	1160 66	176 00	115 28
Polls	435 00	353 08	461 72	100 88	145 50	211 44	331 73	159 08	95 05
City levy	2700 00		208 55	1072 40	969 95	2309 56	1654 38	2518 23	1773 92
Chickasaw Fund	274 28								
Special Tax for Building		1011 90							
Building Interest Fund						770 77			490 06
From pupils (tui. fees)				92 35		146 10		22 50	
From co., for co. pupils	245 96	76 90		258 15	(a) 200 45	114 00	543 20	206 28	125 80
Other Sources			33 59	218 90	55 00		39 50		
Other Sources — Licenses							1136 00		170 50
Total Receipts	5474 87	4014 21	2893 55	2209 64	1531 13	5020 62	5232 70	3537 58	2798 48

DISBURSEMENTS.

	Aberdeen	Bay St. Louis.	Biloxi.	Bolton.	Brandon.	Brookhaven.	Canton.	Clarksdale.	Coffeeville.
Salary of County Supt.	135 00	95 29	47 60		(a) 19 00	24 75	150 00		
S'l'y City Sup. (or prin)	1050 00	385 00	595 00			765 00	1000 00	950 00	
Salaries of Teachers	3646 22	1167 50	1610 00	1965 34	1489 02	2760 00	3040 00	1400 00	1800 00
~~Treasurer's Commissions~~		59 65	124 85			125 12	145 96		
Fuel and Janitor's wages	515 50	34 75	63 00		39 83			123 16	170 25
Rent and repairs		175 00			225 00		200 00	471 50	51 70
Building		1768 91							
Interest on Bonds						735 00			428 00
Incidentals	111 84	299 10	208 83	244 30				78 35	231 80
Total Disbursements	5458 56	3985 20	2649 28	2209 64	1531 10	4409 87	4535 96	3023 01	2681 75
Balance forward	16 31	29 01	244 27			610 75	696 74	514 57	116 73
Amount unpaid bonds	25000 00			1500 00		10500 00			3500 00

(*a*) Not included in totals.

TREASURERS' REPORTS OF SEPARATE SCHOOL DISTRICTS, 1892-93.—CONTINUED.

RECEIPTS.

	Columbus	Corinth.	Crystal Springs.	Durant.	Edwards.	Ellisville.	Enterprise.	Eupora.	Greenville.
Balance	647 19	25 35	143 92				8 65		829 33
State Distribution	3984 36	912 80	586 34	77 23	281 61	392 92	314 95	130 60	2950 44
Polls	690 65	432 66	246 78	149 38		230 89		168 79	1514 20
City levy		886 27	834 52	1113 72	483 72	812 95	1112 98	823 05	1671 25
Chickasaw Fund		294 98							
XVI Section Fund	2398 55				145 00				
Building Interest Fund			834 52						
From pupils (tui. fees)	1 25		354 05	8 60	202 50		249 18	44 45	
From co., for co. pupils	252 50	155 89	370 95	535 80	348 24		160 40	260 80	780 00
Other Sources	(a)1500 00	22 92	(c) 52 00		70 07		19 15	300 00	
Other Sources, Licenses									2707 75
Total Receipts	9474 50	2730 87	3423 08	2684 73	1531 14	1436 76	1865 31	1727 69	10452 97

DISBURSEMENTS.

	Columbus	Corinth.	Crystal Springs.	Durant.	Edwards.	Ellisville.	Enterprise.	Eupora.	Greenville.
Salary of County Supt.	240 00	77 22	20 50			48 60			
S'ly City Sup. (or prin.)	1249 94	688 25	800 00	595 00		525 00	600 00		1200 00
Salaries of Teachers	7145 50	1613 10	1835 00	1399 00	1634 83	730 00	765 00	1444 85	5770 00
Treasurer's Commissions		54 10		77 13		35 06	56 85	33 58	
Fuel and Janitor's wages	294 60	155 60	75 00	30 00	69 05		219 00	38 00	384 00
Rent and repairs	46 10	59 16		193 52	20 00			18 00	319 00
Building							126 68		
Interest on Bonds			720 00						
Incidentals	129 81	33 06	84 74	(b) 312 02	7 55		92 20	26 25	209 08
Incidentals									(d) 627 21
Total Disbursemets	9105 95	2680 49	3535 24	2606 67	1731 43	1338 66	1859 73	1550 68	8509 29
Balance forward	368 55	50 38		78 06		98 10	5 58	167 01	1943 68
Deficit			112 16		200 29				
Amount unpaid bonds			10000 00		700 00			500 00	

(*a*) From railroad tax. (*b*) Deficit from last year. (*c*) Reported as entrance fees. (*d*) This is reported as $637 21. and an error of $10 reported in receipts. The error is here corrected by reducing last year's deficit $10.

TREASURERS' REPORTS OF SEPARATE SCHOOL DISTRICTS, 1892-93.—CONTINUED.

RECEIPTS.

	Greenwood.	Grenada.	Hattiesburg.	Hazlehurst.	Holly Springs.	Iuka.	Jackson.	Kosciusko	Laurel.
Balance		$ 1461 18	$ 30 18	$ 651 56	$ 389 81	$ 1 60	$ 1075 99	$ 502 78	
State distribution	$ 367 81	1102 32	467 71	500 23	659 97	458 10	3471 53	659 63	$ 288 29
Polls	298 78	450 08	369 54	202 00	276 00	85 50	627 61	452 02	83 05
City levy	2384 86	2725 45	981 15	2239 60	1823 87	781 38	6520 52	1328 78	258 10
Chickasaw fund					264 50	201 22			
Special tax for building		1948 26		(a) 225 00					
Building interest fund				1617 04			2902 60		
From pupils (tuit. fees)		80 00		1239 58			213 00		8 60
From co. for co. pupils				426 81			707 93	328 49	
Other sources.		545 50		331 19	211 25				
Other sources. Licenses								1125 00	
Total receipts	3051 45	8312 79	1848 58	7433 01	3625 40	1527 80	15519 18	4396 70	629 44
DISBURSEMENTS.									
Salary of county supt		199 85	25 00	39 00	38 50	45 07		30 00	18 55
Salary city supt. (or prin)		900 00	357 50	900 00			1350 00	1066 66	280 00
Salaries of teachers	(c) 2690 00	3076 55	1190 00	2937 50	3193 18	1431 01	8413 50	3000 00	295 00
Treasurer's commissions	76 12	217 53	45 46	43 77	80 82			18 40	
Fuel and janitor's wages	36 00	297 23	27 58	514 48			615 88	105 65	
Rent and repairs	230 95	205 50					316 90	63 77	
Interest on bonds		2340 00		1700 00			1458 00		
Incidentals		232 18		(b) 425 00	1 08	95	528 31	112 22	
Total disbursements	3033 07	7468 84	1645 54	6559 75	3313 58	1472 73	12682 59	4396 70	593 55
Balance forward	(e) 18 38	843 95	203 04	873 26	311 82	50 77	2836 59		35 89
Amount unpaid bonds		9000 00		25000 00			23400 00		

(a) Reported as borrowed for interest on bonds. (b) This amount loaned is not a true disbursement, and the balance should be increased by this amount and appear $1298.26. (c) County superintendent reports this item as $2510, and insists he is right. (e) County supt. reports balance as $198.38.

TREASURERS' REPORTS OF SEPARATE SCHOOL DISTRICTS, 1892-'93.—CONTINUED.

RECEIPTS.

	Lexington.	Macon.	Magnolia.	McComb City.	Meridian.	Natchez.	Newton.	Okolona.	Osyka.
Balance	$ 640 14	$ 57 07	$ 46 55	$ 576 05	$ 898 99	$ 36 86	....	$ 10 61	$ 11 82
State Distribution	510 78	1429 95	296 49	877 82	3659 56	4543 37	$ 190 71	1231 41	491 33
Polls	184 32	296 82	158 00	450 00	2089 99	1389 00	....	287 12	152 61
City Levy	568 23	3334 05	672 61	....	14179 45	6186 51	459 13	1272 36	367 62
Chickasaw Fund	....	....	....	....	....	....	....	292 92	....
Building Interest Fund	....	....	....	....	900 00	....	....	....	....
From tuition fees	4 00	69 75	105 96	22 25	....	....	....	14 00	....
Fr'm Co. for Co. pupils	347 40	361 28	329 43	39 39	....	173 20	213 00	218 50	141 05
Other Sources	....	10 99	262 50	(*a*)50 00	....	....	....	31 25	171 18
Licenses	....	....	....	793 73	....	250 07	....	....	70 00
Total Receipts	2254 87	5559 91	1871 54	2809 24	21727 99	12573 01	862 84	3358 19	1405 61
DISBURSEMENTS.									
Salary of Co. Supt	....	53 04	13 65	50 40	225 00	285 60	....	59 40	21 30
S'l'y City Supt. (or Prin.)	....	1000 00	630 00	450 00	2181 72	1748 20	398 00	840 00	346 25
Salaries of Teachers	1996 25	3644 99	1249 94	1311 22	13776 17	9360 00	456 21	2268 00	757 75
Treasurer's Commissions	43 87	....	....	15 00	175 00	270 91	....	....	26 85
Fuel and Janitor's Wages	22 50	37 75	....	70 00	1590 11	664 00	....	....	15 00
Rent and Repairs	....	133 04	....	94 00	1007 52	....	....	....	112 45
Interest on Bonds	....	....	....	....	1809 00	....	....	....	....
Incidentals	....	263 74	....	16 76	773 55	210 93	8 60	10 05	126 01
Total Disbursements	2062 62	5132 56	1893 55	2007 38	21538 07	12539 64	862 81	3177 45	1405 61
Balance Forward	192 25	427 35	....	801 86	189 92	33 37	....	180 74	....
Deficit	....	....	22 01	....	....	....	....	....	....
Amount Unpaid Bonds	....	....	....	....	30000 00	....	....	....	....

(*a*) Donation by the Mississippi Valley Co.

TREASURERS' REPORTS OF SEPARATE SCHOOL DISTRICTS, 1892-93.—CONTINUED.

RECEIPTS.

	Oxford.	Pass Christian	Poplarville.	Pontotoc.	Port Gibson.	Sardis.	Starkville.	Summit.	Tupelo.
Balance	$ 531 86				$ 501 91	$ 272 00	$ 54 27	$ 1542 27	$ 2266 79
State distribution	553 34	$ 1060 39	$ 361 26	$ 257 98	917 93	475 29	1075 21	979 76	707 08
Polls	381 90	176 54	157 14	127 20	316 00	296 00	193 80	269 00	383 47
City levy	2242 14	700 58	701 32	467 36	1262 58	1662 82	1065 10		
Chickasaw fund	282 00			90 70		232 10			185 46
Building interest fund	3124 44		280 46						
From tuition fees	(c) 253 07		30	70 00		89 50		123 75	
From co., for co. pupils	217 46	65 35		397 40	221 09	269 80	(b) 139 44	287 20	120 30
Other sources		100 00		143 50	332 90	(a) 684 10		760 00	
Total receipts	7586 21	2102 86	1500 48	1554 14	3552 41	3981 61	2527 82	3961 98	3663 10

DISBURSEMENTS.

	Oxford.	Pass Christian	Poplarville.	Pontotoc.	Port Gibson.	Sardis.	Starkville.	Summit.	Tupelo.
Salary of county supt	38 04	55 80	32 00	12 50	53 95		63 45	46 85	53 89
Salary city supt. (or prin)	1200 00							600 00	800 00
Salaries of teachers	2917 50	1564 75	972 55	1312 00	3347 50	3297 00	1792 75	2191 50	2346 00
Treasurer's commissions		38 65	27 80		9 48			77 20	34 90
Fuel and janitor's wages	32 57	42 95	1 50	50 00	6 75	85 50	97 25	161 00	186 02
Rent and repairs		4 15	131 37	178 84	124 78		449 37	37 10	
Building		12 05							
Interest on bonds	2000 00		270 00						
Incidentals	263 72	14 23			14 10	58 43		72 75	151 83
Total disbursements	6451 83	1732 58	1435 22	1553 34	3556 56	3440 93	2402 82	3186 40	3572 64
Balance forward	1134 38	370 28	65 28	80		540 68	125 00	775 58	90 46
Deficit					4 15				
Amount unpaid bonds	9000 00		4500 00			2900 00	3000 00		10000 00

(*a*) Includes $456.70 State distribution for outside children, and $227.40 the half-mill tax levied by county. (*b*) This item is not reported by city treasurer, but was paid by the county treasurer directly to teachers and is added to teachers' salaries reported by city treasurer. (*c*) The county treasurer reports that he paid $350.71, a portion of which the city treasurer seems to have reported as "tuition fees."

TREASURERS' REPORTS OF SEPARATE SCHOOL DISTRICTS, 1892-93.—CONTINUED.

RECEIPTS.

	Vicksburg	Water Valley.	Wesson.	West Point.	Winona.	Yazoo City.
Balance	$ 4917 63	$ 181 45	$ 1601 21	$ 111 31	$ 22 18	$ 350 25
State Distribution	6552 81	1710 57	2417 51	1364 74	626 15	1480 08
Polls	1325 02	554 84	452 02	391 88	332 00	628 56
City levy	22353 32	4500 00	4161 26	3148 38	1275 15	5601 64
Chickasaw Fund		427 30		337 91		
XVI Section Fund						200 90
Special Tax for Building				1925 44		
From county pupils (tuition fees)			41 50			
From county, for county pupils		260 00	26 64	285 34		375 45
Other Sources	12 05		18 24		23 50	7 17
Total Receipts	35160 83	7634 16	8718 38	7565 00	2278 98	8644 05
DISBURSEMENTS.						
Salary of County Superintendent	289 82	51 30	42 00	75 81	48 00	27 00
Salary of City Superintendent (or Principal)	1500 00	1125 00	900 00	1000 00	770 00	1170 00
Salaries of Teachers	11542 60	4572 50	3006 85	3817 40	1391 05	4562 50
Treasurer's Commissions			61 35			(c) 140 34
Fuel and Janitor's wages	1482 00	340 00	174 80	260 25	44 15	528 55
Rent and repairs	337 58	400 00	326 00		20 00	196 47
Building	6553 05					1424 25
Interest on Bonds			1500 00	1925 44		
Incidentals	2167 24	(a) 585 00	186 47	(b) 588 21		593 83
Total Disbursements	23872 29	7033 80	6197 47	7667 11	2273 20	8642 94
Balance forward	11288 54	600 36	2520 91		5 78	
Deficit				102 11		89
Amount uupaid bonds			4000 00			

(a) Includes $100 insurance. (b) Includes $566.73 paid on last year's deficit. (c) Assessor's commissions.

TABLE VIII.—1892-93.

SEPARATE SCHOOL DISTRICTS.	Educable Children, Assessor, '92						
	White.			Colored.			Total both races.
	Male.	Female.	Total.	Male.	Female	Total.	
Aberdeen	253	255	508	345	412	757	1265
Bay St. Louis	236	194	430	125	153	278	708
Biloxi	615	622	1237	101	129	230	1467
Bolton	64	77	141	51	70	121	262
Brandon	87	90	177	50	57	107	284
Brookhaven	141	154	295	132	99	321	526
Canton	187	200	387	178	219	397	784
Clarksdale	23	33	56	67	65	132	188
Coffeeville	40	35	75	24	19	43	118
Columbus	438	460	898	898	827	1725	2623
Corinth	194	230	424	136	184	320	744
Crystal Springs	153	184	337	30	22	52	389
Durant	124	111	235	184	157	341	576
Edwards	45	46	91	32	35	67	158
Ellisville	128	117	245	47	58	105	350
Enterprise	69	61	130	33	27	60	190
Eupora	60	59	119	21	16	37	156
Greenville	348	333	681	674	747	1421	2102
Greenwood	122	115	237	152	172	324	561
Grenada	223	226	449	211	211	422	871
Hattiesburg	186	178	364	95	78	173	537
Hazlehurst	126	152	278	54	62	116	394
Holly Springs	195	173	368	136	176	312	680
Iuka	95	126	221	39	45	84	305
Jackson	475	515	990	577	733	1310	2300
Kosciusko	191	203	394	94	131	225	619
Laurel	80	68	148	35	31	66	214
Lexington	84	109	193	94	103	197	390
Macon	180	187	367	281	290	571	938
Magnolia	59	63	122	64	69	133	255
McComb City	295	286	581	84	80	164	745
Meridian	904	869	1773	682	763	1445	3218
Natchez	775	852	1627	794	894	1688	3315
Newton	37	49	86	5	16	21	107
Okolona	176	156	332	241	279	520	852
Osyka	119	99	218	52	73	125	343
Oxford	210	179	389	94	128	222	611
Pass Christian	178	175	353	179	162	341	694
Poplarville	85	98	183	23	9	32	215
Pontotoc	69	59	128	45	43	88	216
Port Gibson	146	148	294	181	212	393	687
Sardis	105	124	229	79	92	171	400
Starkville	164	159	323	179	210	389	712
Summit	162	200	362	152	167	319	681
Tupelo	141	163	304	166	159	325	629
Vicksburg	998	1052	2050	1096	1274	2370	4420
Water Valley	359	398	757	209	206	415	1172
Wesson	675	835	1510	57	43	100	1610
West Point	218	218	436	258	309	567	1003
Winona	141	154	295	115	122	237	532
Yazoo City	261	265	526	322	334	656	1182

SEPARATE SCHOOL DISTRICTS—Summary of Statistical Tables—1891-92.

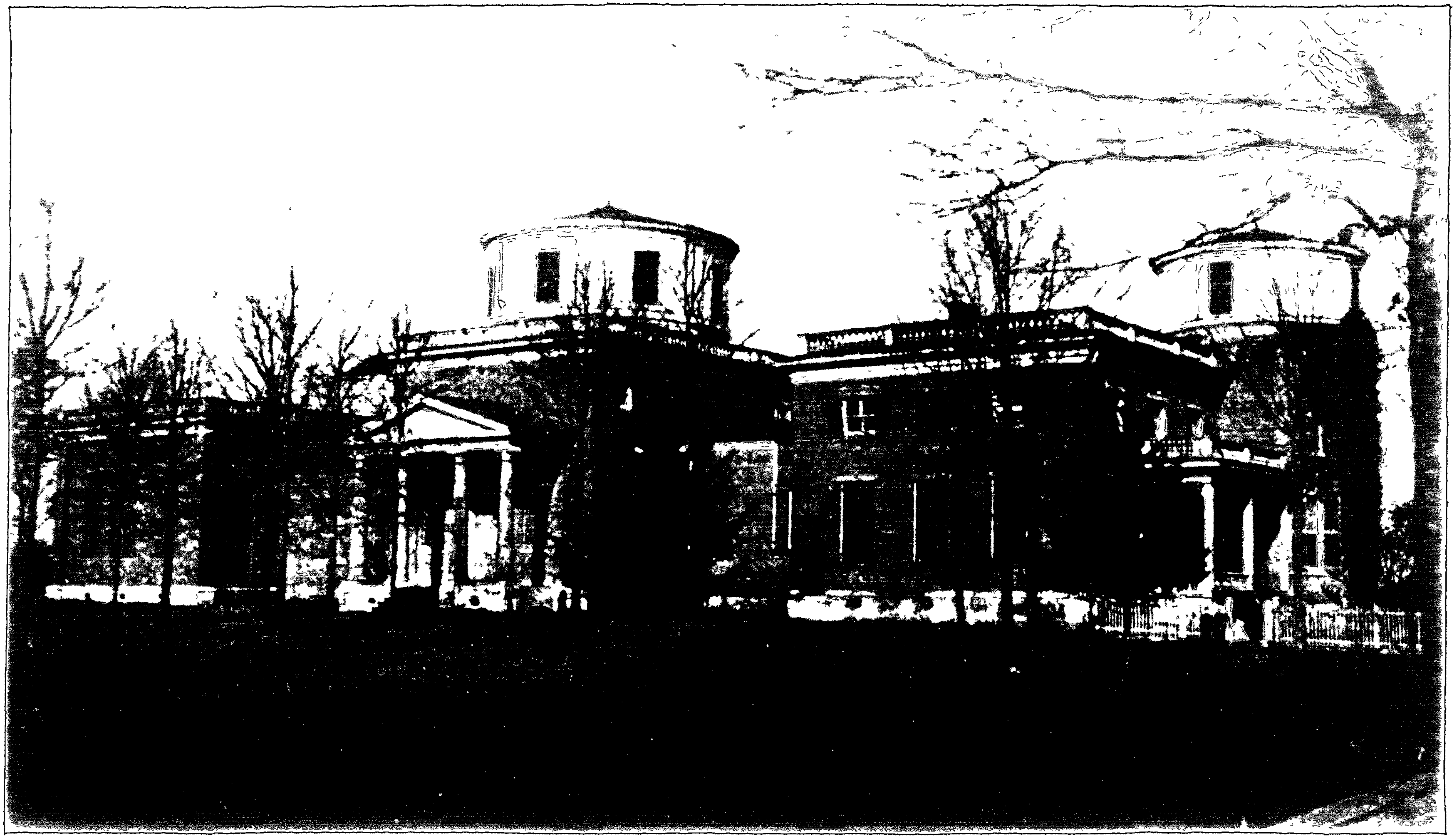
	Total Both Races	WHITES.			COLORED.		
		Male.	Female.	Total.	Male.	Female.	Total.
Number educable children (assessor 1892)............................	44298	11439	11914	23353	9973	10972	20945
Number pupils enrolled...............	23442	6313	6730	13043	4673	5726	10399
Number pupils in average attendance..................................	15140	4244	4598	8842	2794	3504	6298
Number of teachers employed......	475	58	241	299	59	117	176
Amount paid in teachers' salaries..	$174375 00	$43214 00	$87179 00	$130392 00	$18770 00	$25212 00	$43982 00
Average salary per month...........	45 04	91 42	44 40	53 55	39 67	25 60	30 66
Number separate school districts..	42	....	....	....	....	....	....
Average length of term in days.....	165	....	....	....	....	....	....

SEPARATE SCHOOL DISTRICTS—SUMMARY OF STATISTICAL TABLES—1892-'93.

	Totals for Both Races.	White.			Colored.		
		Male.	Female.	Total.	Male.	Female.	Total.
No. Educable children (Ass 1892)	44298	11439	11914	23353	9973	10972	20945
No. Pupils Enrolled	25802	6797	7642	14439	5010	6353	11363
No. Pupils in Average A't'nd'nce	17860	4758	5420	10178	2849	3833	6682
No. Teachers Employed	511	66	265	331	52	128	180
Am't Paid in Teachers' Salaries	$ 178511 00	$ 46984 00	$ 88432 00	$ 135416 00	$ 16288 00	$ 26807 00	$ 43095 00
Average Salary Per Month	43 66	89 00	41 71	51 14	38 37	26 18	29 93
No. of Schools	51						
Length of Time in Days	160						
Value of Houses and Lots	573900 00						
Value of Furniture	47550 00						
No. Pupils Studying E'ch Br'ch	Spelling.	Reading.	Geography.	Arithmetic.	Mental Arithmetic.	Grammar.	Composition.
	21675	21644	13474	18838	10792	12657	8499
	U. S. History.	Physiology.	Natural Philosophy.	History of Mississippi.	Civil Government.		
	7384	4716	2822	1681	1144		
Exp,d to Each Educable Child	$ 5 38						
Exp'd to Each Enrolled	9 22						
Exp'd to Each in Av. Attendance	13 32						
Pr C't of Educable childr'n enr'd	58.2						
Pr C't in Average Attendance	40.3						
Av. No. Pupils to Each Teacher	35						
C'st pr M'th of E'ch Pu'l in Att'n	$ 1 15						

FINANCIAL.

Total Receipts for Public Schools	$ 267279 00
Total Disbursements	238008 00
Balance Forward	$ 29271 00
Assessed Valuation of All Property	$42,318,179 00



OBSERVATORY, UNIVERSITY OF MISSISSIPPI.

STATE INSTITUTIONS.

UNIVERSITY OF MISSISSIPPI.

November 15th, 1893.

Hon. J. R. Preston, State Superintendent of Public Education:

MY DEAR SIR—In response to your request for a statement regarding the University of Mississippi for insertion in your forthcoming biennial report, I have the honor to submit the following:

The university was founded upon a grant of land made to the state by the congress of the United States for the support of a seminary of learning of high order. Grants for the same purpose have been made by congress to every state formed out of the public domain upon its admission into the union. More than thirty states have universities similarly endowed.

These grants have always been made in the same spirit, and generally at the same time with the grants of lands to the states for the support of schools. In aiding public education in the state, congress has uniformly recognized the fact that suitable provision should be made as well for higher education as for common schools, and the same act which gave the sixteenth section in each township for the support of common schools in Mississippi gave one township for the support of a seminary of high order. In regard to the grant on which her university is founded Mississippi differs from the other states only in having received *one* township for this purpose, while other states have received more.

In its very inception the University was intended to be a part of the system of education, in Mississippi, as well as in each of the other states which have received similar grants. It is therefore eminently appropriate that its work should be set forth in the reports of your office.

During the last two years important changes have been made in the scope of the work of the University. Recognizing the fact that its resources and its energies should be given primarily to collegiate and university work, and that the encouragement of secondary or high schools throughout the state is more valuable to the general cause of education than the maintenance of a preparatory school in the university, the faculty and the trustees decided that preparatory classes should be discontinued after the session of 1892-93.

The total enrollment of students has been diminished while an adjustment to new conditions is being made, but it should be borne in mind that the actual number of students doing successfully collegiate and university work has not decreased. The improvement in the *morale*, and in the intellectual aspirations of the student body cannot be indicated by statistics, but is well known to all observers.

During the session of 1891-92, 205 students were enrolled in all departments. During the session of 1892 93 174 students were enrolled in all departments, the first preparatory classes being discontinued. In the current session 153 students have been enrolled thus far in the university courses, preparatory classes being discontinued.

The faculty of instruction is composed of the following:

R. B. Fulton, chancellor, and professor of physics and astronomy; William Rice Sims, professor of English and belles-lettres; R. W. Jones, professor of chemistry and natural history; Alfred Hume, professor of mathematics; R. M. Leavell, professor of mental and moral philosophy, and of logic, history and political economy; C. C. Ferrell, professor of modern languages; A. L. Bondurant, associate professor of Latin and Greek, J. W. Johnson, associate professor of physics; T. O. Mabry, assistant professor of natural history; J. U. Barnard, professor of pedagogy; Miss S. M. Isom, instructor in elocution; P. H. Saunders, assistant professor of Latin and Greek.

The school of law is under the able management of Prof. A. H. Whitfield.

A rearrangement of the courses of study has lately been made, which promises to facilitate the work and quicken the energies of students. Under this arrangement students are allowed to begin earlier in their courses of study of the natural sciences and certain other topics heretofore assigned to later years. The courses in the languages and in mathematics are extended into later years.

Believing that there was reason in the requests which had repeatedly been made for the establishment of a school of pedagogy in the university, the board of trustees at their annual meeting in June, 1893, determined to arrange for this work at once. The school was established as of equal rank with the other co-ordinated schools in the university, and Prof. J. U. Barnard, of the State Normal College of Cape Girardeau, Mo., was elected professor of pedagogy, and he has organized a large class composed of fine material.

The following course has been arranged for the school of pedagogy:

JUNIOR YEAR—FIRST TERM.

School management.—The class will recite three times per week, using Baldwin's Art of School Management as the text-book. The organization and management of schools, the best methods of governing children, class tactics, school appliances, and kindred topics will receive careful consideration.

Applied Psychology.—The order of development of the mental faculties, the educational value of the different branches of study, the motives which stimulate to healthy and vigorous activity, and many other topics which lead to a better knowledge of child mind and its development will occupy the class two hours per week; text: Baldwin's Psychology Applied to Teaching.

SECOND TERM.

Graded schools, two hours per week.—This work will prepare for the organization and management of graded schools; text: Payne's School Supervision.

Methods of teaching, three hours per week.—Special attention will be given to primary methods. Principles of teaching, development lessons and other themes be discussed and illustrated.

During this term some time will be given to visitation and observation.

SENIOR YEAR—FIRST TERM.

History of education, five hours per week.—Here will be traced the educational theories and doctrines that have been advanced in different ages of the world. The development of school systems, and the work and influence of educational reformers will be valuable topics for discussion and study; text: Painter's History of Education.

SECOND TERM.

Philosophy of education, three hours per week.—A study of the fundamental principles of education is of prime importance in the preparation of teachers for their work; text: Tate's Philosophy of Education.

Art of teaching, two hours per week.—This class will give special attention to the methods used in the advanced grades. High school, college and university methods will be discussed; text: Fitch's Lectures on Teaching.

At such times as will best suit the convenience of the class, the public schools will be visited with a view to observing the work of the advanced grades.

TEACHERS' COURSE.

Beginning with the second term, about the 5th of Febru-

ary, a special teachers' course will be offered. Such subjects will be taken up as will be of practical utility to the teacher in his immediate work. The following is a general outline of the course:

School management, three hours per week.—Text: Baldwin's Art of School Management.

Primary methods; lectures and recitations, two hours per week.—Text: Brooks' Methods of Teaching.

History of education, three hours per week.—Text: Browning's Educational Theories.

Educational psychology, two hours per week.—A short course of lectures will be given including the salient points on the subject.

Seminary.—In order to meet the demand for special instruction in the subject-matter of the common branches, a pedagogical seminary will be organized and managed by the professor of pedagogy. This will afford an opportunity for the discussion of difficult points in the school branches, such as grammar, arithmetic, geography, etc., and at the same time it will be a fitting occasion for an exchange of opinions upon the various methods of teaching and governing.

The teachers who take the above course will also have the privilege of joining any university class for which they are qualified.

Every effort will be made to render the work in pedagogy at the University practically beneficial to education in Mississippi. The interest shown by the large number of teachers who attended the Peabody Institute held at the University last Summer (an account of which your report will no doubt give) is a strong indication that a large and valuable work will be done in the school of pedagogy.

The University owns grounds and buildings that are valued at $300,000; and its apparatus, libraries and cabinets are worth $60,000 more. Improvements have been made in several of the buildings, and in the working material of the scientific schools. The new twin equatorial telescope is mounted, and is one of which any institution might be proud.

The facilities for thorough work in all departments have never been better. Instruction is given in 21 schools or departments. In the courses leading to the degree of bachelor of arts and bachelor of science about two thirds of the work is specified, and the rest left to the choice of the student. This arrangement allows ample room for elective studies. Students not working for a degree, or for the degree of bachelor of philosophy, have almost unlimited option as to studies. Provision is made for advanced study after one has taken a bachelor's degree, and the direction of the studies of these advanced students is no inconsiderable part of the work of professors.

The members of the faculty are men in the prime of life and thoroughly desirous that the university shall fill its proper place in the educational system of the state. They have personally visited many of the high schools in the state, and have arranged for the co-ordination of the works of many schools with that of the University by the admission of students to the University from these schools on the certificate of the principal.

The income of the University consists of $32,642, interest paid by the state, and a variable sum derived from matriculation fees.

No tuition fees are charged, except in the school of law.

Young women are admitted on the same terms with young men.

Since its first session, beginning in 1848, over 4,500 students have attended the University, and about 1,100 graduated. It is certain that no university offers such advantages for study at less cost to the state or the individual student.

The student body represents every class of our people—a large majority coming from the farm. As a proof of the excellence of its work, the university points to its alumni in this and other states.

AGRICULTURAL COLLEGE.

S. D. LEE, PRESIDENT.

Hon. J. R. Preston, State Superintendent of Education:

MY DEAR SIR—It gives me pleasure to furnish as you request, a narrative report of the A. & M. College, to accompany your report to the legislature as state superintendent of education.

The report given in the fall of 1891, gave a review of the college for ten years. Since that report, we have made a considerable forward movement, and now have an agricultural and mechanical college, not only in name but in fact. The last legislature appropriated $10,000 for the two years, 1892 and 1893, to equip the department of mechanic arts. The shops giving the practical work have been built and equipped.

The curriculum has been changed so as to furnish two courses of study leading to the degree of bachelor of science; the one for agriculture and the other for mechanic arts. These two courses differ in the studies taught. The one for agriculture having less mathematics and drawing than the one for mechanic arts; and the other studies being so arranged as to contribute best to the object desired, viz: to establish bias in favor of one or the other. The two courses, however, are parallel and equivalent in value.

The student selects the course he desires, and the divergence of studies begins with the freshman year. The studies laying the foundation of general culture being the same in the two courses and progressive from year to year.

The organization of the college is now almost perfect, the academic department affording a liberal and practical education and a thorough knowledge of the sciences which underlie agriculture and the mechanic arts.

The large farm, with diversified crops, herds of cattle, with its commercial creamery and dairy, with its silos and ensilage for feeding cattle, as also near 100 acres in horticultural grounds and crops, with its gardens of vegetables, small fruits and facilities for shipments, with its orchards, tile drainage, hot houses, cold frames, and other conveniences; with the 'Experiment Station showing object lessons in scientific farming, as well as the practical management of the farm, afford every needed object lesson to accompany the studies of the student taking the agricultural course.

Parallel with this, the student taking the mechanical course, goes in the shops, where he finds every facility and equipment under skilled mechanics, offording instruction in the various divisions of carpentry, turning, pattern making, lathing, smelting and forging. moulding and casting (foundry work) and machine work in iron, in boring, planing, cutting, and all kinds of machine work, or in other words, the machine shops represent a plant of about $ 18,000.00, with carpenter benches, turning lathes, blacksmith shops, foundry shops, and machine shops.

The experience of the past two years shows that the students about divide equally as to going into the agricultural and mechanical courses.

The students working in the fields in agriculture get eight (8) cents an hour for work. Those in the shops get no pay, as the instruction is entirely educational, and by lessons from simple to more complex mechanism.

The division of study and work is as follows: Studying is done at night for about three and one-half hours and before breakfast. Recitations four hours after breakfast and supplemented by schedule, several times in afternoons during the week. The work on farm, in shops, and in laboratories, and drilling takes place after dinner.

All students must either work on farm, in shops, or in the laboratories, in case they desire to make specialists in any one science.

CARPENTRY AND WOOD TURNING
HINE WORK
FORGE SHOP
FOUNDRY

MECHANICAL SHOPS, A. & M. COLLEGE.

Chemical Laboratory, A. & M. College.

Biological Laboratory, A. & M. College.

ORGANIZATION.

The faculty is as follows, making eleven chairs or professorships, and a twelfth chair (not collegiate), the Agricultural Station. Four of these chairs lay the foundation and provide progressive liberal culture; viz:

1. Preparatory—Professor Dabney Lipscomb, A. M., who also teaches Mental and Moral Science.
2. English—Professor W. H. Magruder, A. M.
3. Mathematics—Professor B. M. Walker, M. Sc.
4. History and Civics—Professor J. M. White, M. Sc.

Seven chairs that are scientific and Practical, viz:

5. Agriculture—Professor W. C. Welborn, B. Sc.
6. Horticulture—Professor A. B. McKay, B. Sc.
7. Mechanic Arts and Drawing—Professor Harry Gwinner.
8. Biology—Professor G. C. Greelman, B. Sc.
9. Veterinary Science and Anatomy and Physiology—Professor Tait Butler, V. S.
10. Chemistry and Physics—Professor W. L. Hutchinson, M. S.
11. Military Science and Tactics—First Lieutenant C. L. Steele, Eighteenth Infantry, U. S. A.
12. Agricultural Experiment Station—Professor S. M. Tracy, M. S. (Supported entirely by U. S. Government.)

The graduates of the college, as well as undergraduates, are showing up well in every department of the college in carrying out the intent of the college, viz: "To promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."

ATTENDANCE FOR 1892-'93.

For session of 1892, eight (8) postgraduates, 177 in college classes, 125 in preparatory class, making a total of 310 students for the session; 22 graduated at commencement.

For session of 1893, five (5) postgraduates, 174 in college classes, 83 in preparatory department, making a total of 262 for the session; 18 graduating at commencement.

Two hundred and twenty-nine students have enrolled in the session just started (1894).

The capacity of the college (in dormitory) is for 300 students.

The expense to students is less than any college of its grade in the State. The total necessary expense is about $125.00, including uniform, which is not considered among expenses at other colleges. One fourth of the students get through on less than $100.00 a session. A transcript from the books shows that for the session of 1892, 81 students made an average of $ 34.14 from work toward meeting their expenses.

VALUE OF PLANT.

The value of college property in 1891 was $ 225,950.00. It will be valued again this month.

SELF SUSTAINING.

The departments of Agriculture (farm), Horticulture (garden), and Chemistry (laboratory) are self sustaining, excepting the pay of the professors who have charge and teach the classes.

To sum up, the college is in splendid working fix, giving a good practical education to fit the student for the struggle of life in almost every sphere, and most gratifying reports are coming in from those who have graduated or attended the college.

The cheap education puts it within reach of boys of most moderate means, and the student lab r system has enabled many most worthy boys to get an education here, without which they never would have been educated.

The discipline is firm but not harsh, and students are kept well in hand and pushed to their work in every possible way.

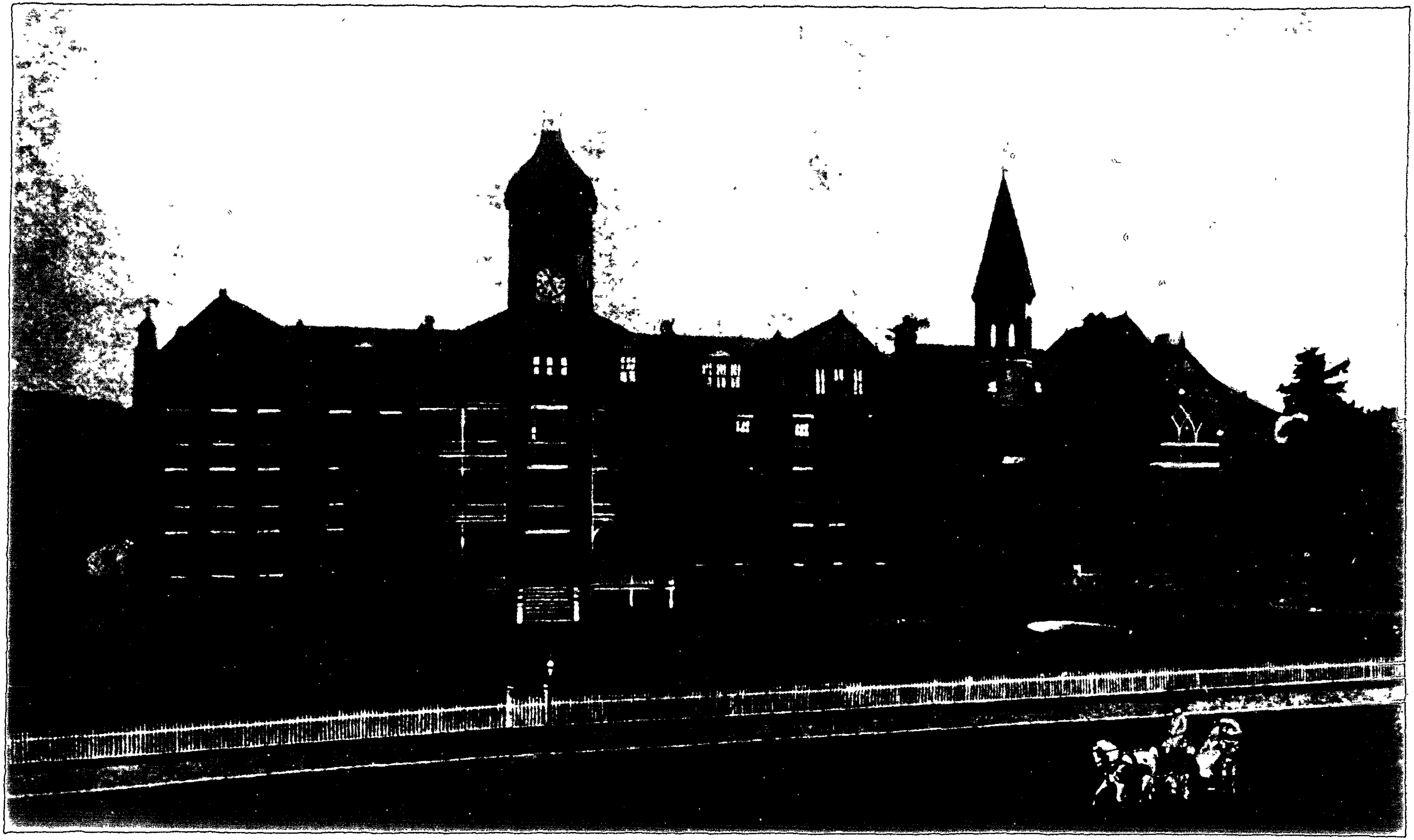
Labor is honorable at this college, and our experience is that the hard working boys generally stand highest in their classes.

Even with onr equipment in Mechanic Arts, it is not sufficient to accommodate all the students who desire the instruction. We now have only 12 forges. A class of 17 students want this instruction. The same is true of other shops as to limited capacity. This is the only college in the State for white youth, which gives the practical education of this kind. Mississippi should afford all the facilities needed.

MISSISSIPPI INDUSTRIAL INSTITUTE AND COLLEGE.

ROBERT FRAZER, PRESIDENT.

This school was opened in October, 1885, at Columbus, the city having given in grounds, buildings and money $100,000 to secure its location. The grounds contain nearly twenty-five acres and are beautifully improved. The buildings are substantial, handsome and extensive. They contain classrooms, laboratories, studios, music rooms and society halls sufficient for over 300 students, and dormitory accommodations for 200. The demands upon the dormitory are in excess of its capacity, and a new building would add much to the convenience and comfort of the school.



INDUSTRIAL INSTITUTE AND COLLEGE, COLUMBUS.

This institution being the first of the kind ever founded by a State for the education of women, its establishment marks an important step in modern educational progress. Its object is to place within reach of the daughters of Mississippi facilities in every way commensurate with the demands of modern advancement in education. In pursuance of this aim it offers liberal and well equipped courses in academic studies and in such industrial arts as are adapted for women and calculated to bring them independence. Normal work receives some attention; and, if it is fair in scholastic matters to judge the tree by its fruits, the eminent success achieved by the teachers that have gone forth from the I. I. and C. sets beyond question the high character of its training.

Provision is also made for students who aspire to the best attainments in music and painting.

COURSES OF STUDY.

The work is arranged in three courses of study: A business course for those who wish to prepare for industrial pursuits; a normal course for teachers in the public schools of the State; and a college course for students who aspire to broad and thorough culture as a basis of future usefulness.

The business course covers a period of three years. It embraces penmanship, drawing, history, English, mathematics, physiology, physics and elementary studies in political economy and philosophy. The time given to these subjects makes up an average of fourteen hours a week in the recitation room, thus giving ample opportunity for industrial work.

The normal course also extends through three years. Its subjects are those of the business course with the addition of civil government, pedagogics and two years study of Latin. It calls for fifteen hours a week in recitation.

The college course consists of extended work in the main subjects of the normal course with general and practical chemistry, natural history and modern languages in addition.

It occupies four years with an average of fifteen and a half hours a week in recitation.

A student may select her course, but all must, at the same time, carry on some industrial art. Choice may be made of dress-making, telegraphy, phonography, typewriting, printing, book-keeping or industrial and decorative art, embracing drawing, modeling, design, wood-carving and painting.

FACULTY.

The work of instruction and administration employs twenty-one officers and teachers. In academics there are eight heads of departments and two assistants; in the industrial and art work, five chiefs with two assistants.

ENROLLMENT OF STUDENTS.

Session before last (1891-92), students were enrolled as follows: In the business course 177, normal course 18, college course 116, and special students 8. For last session (1892-93), there were in all 287, in the business course 102, normal course 84, college course 80, and specialists 21.

FREE TUITION.

The State offers free tuition in all studies except music, to 400 young women, apportioned among the counties according to the number of educable white girls in each. One-half of these are entitled to the privilege of boarding in the dormitory. Appointments are made by the county superintendents of education, who also may designate students for the dormitory.

EXPENSES.

Board in the dormitory including laundry service, gas, steam heat and medicine, with trained attendance, when sick, is furnished at actual cost—something less than $9 a month.

Through the bounty of the State the advantages of the college may be had at an expense not exceeding $110 a year for board, books, clothing and all. Students who desire it are given light work by which they may earn enough to defray a considerable part of this expense.

CHICAGO EXHIBIT.

Through the persevering efforts of Mrs. Governor Stone, means were raised for sending an exhibit, fairly representing the work of all departments of the school, to the World's Columbian Exposition. On account of the unique position which the college holds as the first State institution for women, it was desired that its exhibit should be installed in the Woman's Building, and so it was not entered in the educational department for competition. It nevertheless attracted much attention and received high encomiums from both American and foreign critics.

During the eight years of the school's existence over 1,500 young women have come under its tuition. From various causes, but chiefly because unprepared for its classes, more than one-third of these remained only a short time. Of those remaining long enough to get in accord with the spirit and work of the institution—say 1,000—nearly all are engaged in some form or other of useful employment. Wherever they go—in school, counting-houses, shop, laboratory, office, studio, or home—there is abundant evidence of the high value set upon their work and their influence.

Many who have worked their way through college are now independent and able to lend a helping hand to others.

The daughters of every county in Mississippi are entitled to a share in the great advantages here offered by the State, free.

The people throughout the State are alike taxed for its support, and they should alike enjoy its benefits. To get them, they have only through their county superintendents of education, to ask for them. It is the duty of superintendents to bring these facts to the notice of their county men every year, and to hold examinations and appoint their quota of students. The president of the college is ready to co-operate with them, and do all he can to secure to every county its full representation. There is not a county in the State that ought not to keep its full quota in the college. In no way can the efficiency of our public schools be more readily or surely promoted than by utilizing the advantages offered in the I. I. and C. for equipping them with teachers.

ALCORN A. & M. COLLEGE.

W. H. REYNOLDS, PRESIDENT.

Hon. J. R. Preston, State Superintendent of Education:

DEAR SIR—As president of Alcorn A. & M. College, I have the honor to submit the following as my report for the years 1891-92, and 1892-93:

Year 1891-92—Number enrolled, 238; graduated, 5; teachers, 11.

Year 1892-93—Number enrolled, 276; graduated, 10; teachers 12.

November 18, 1893—Number enrolled, 210. Total number of graduates, 72.

TEACHERS, 1891-92:

J. H. Burrus, A. M., president; J. D. Burrus, A. M., professor of mathematics and superintendent of farm; J. C. McAdams, A. M., professor of English, etc; Joseph Anderson, A. M., professor of science; S. A. Martin, B. S., assistant professor of mathematics; J. A. Lester, A. B.; B. F. Shannon, B. S.; William Townsend, B. S.; T. W. Talley, A. M.; W. H. Luster, B. S.; teachers. Mr. J. B. Bemis, instructor in carpentry; Mrs. Leonora Ary, matron of refectory.

TEACHERS, 1892-93:

W. H. Reynolds, A. B., president and professor of philosophy; A. J. Howard, A. M., professor of mathematics: H. A. Clark, professor of English; Joseph Anderson, A. M., professor of science. H. L. Stiles, B. S., assistant professor of mathematics and music; H. C. Ferguson, instructor in agriculture and farm superintendent; J. B. Bemis, instructor in carpentry; M. Logan, instructor in blacksmithing; B. F. Ousley, A. M.; C. Snodgrass, B. S.; G. J. Williams, B. S.; R. B. Swayze, B. S.; teachers; Nathan Bright, steward in charge of refectory.

LITERARY DEPARTMENT.

This department comprises the academic, scientific preparatory and scientific courses. According to the last catalogue, the following was the number in each division: Academic and sub-preparatory, 134; scientific preparatory, 88; scientific, or college, 39.

As stated above, the present enrollment of the college is 210; eleven more than the number on roll at the same time of any previous session, and within sixty-six of the number on roll at the close of any session; the greatest number then being 276.

At present there are 54 classes, besides the rhetorical classes, taught by ten teachers including the president.

THE BUILDINGS.

The president's house, a two story frame, with basement; a very elegant chapel with seven rooms, cabinet, library of 1,108 national and state department books, 1,873 pamphlets, 573 magazines, 1,579 books on general reading; the new, very beautiful two-story frame building built by the students under their instructor, from the appropriation of $8,000 allowed by the last legislature, the first floor of five rooms to be used as recitation rooms, and the second of thirteen rooms, for dormitory purposes; three two-story brick dormitories of eight rooms each, that will accommodate in all about 84 students and three teachers; two two-story brick halls used as dormitories, with 46 students; the refectory with kitchen and laundry attached; a carpenter's shop fairly well equipped; a blacksmith shop in good working order; both built by students; an old stable; a new cow barn; six cottages, one for dormitory purposes, but now used by a teacher and family, one used by assistant superintendent of farm, three used by teachers and families, one for hospital, but now used by superintendent of farm, constitute our buildings.

THE SHOPS.

We have a number of wagons, wheel-barrows and dump carts for sale, the product of student labor. They are very substantial, of different weights, nicely painted and are stamped Alcorn A. & M. College. The main object kept constantly in view is, to train the students to be first-class workmen, to be practical. Model work, it is hoped, will be introduced.

THE FARM.

All work on the farm is done by the students. The catalogue has been revised, and agriculture is taught in every class, and in every year or grade. They are required to go to the fields and put in practice the principles learned in the class room. Their instructor is a thorough, practical teacher of twenty-five years experience in Texas, Alabama and Virginia.

The products raised are corn, both kinds of potatoes, peas, pumpkins, oats and forage. Plans are now being arranged for truck farming, with a view of having vegetables for home use and the market.

A few years ago a Devon bull was crossed on common cows, and we now have six two-year-old graded heifers. During the past summer most of the common stock was sold and some more Devon stock ordered. By this means we hope soon to have dairy products for home and the market.

The following reports were made for the year 1893 by ex-President J. H. Burrus to the Secretaries of Interior and Agriculture of the United States:

RECEIPTS FOR AND DURING THE YEARS ENDING JUNE 30, 1892 AND JUNE 30, 1893.

	1892.	1893.
1. State aid (a) Income from endowment ....$	———	———
(b) Appropriation for current expenses	3,571 25	2,321 25
(c) Appropriation for building or other special purposes	10,000 00	10,000 00
2. Federal aid:		
(a) Income from land grant, act July 2, 1861.	5,678 75	5,678 75
[b] Balance U. S. Fund	———	8,653 31
(c] Additional endowment, act August 30, 1890	9,378 63	9,930 31
3. Fees from all other sources	599 60	1,481 94
Total receipts ....$	29,228 23	38,065 56

EXPENDITURES FOR AND DURING YEARS ENDING JUNE 30, 1892 AND JUNE 30, 1893.

	1892.	1893.
1. College of Agriculture and Mechanic Arts ....$	23,294 68	29,386 35
2. Experiment Station	——	——
3. All other departments, if any	——	——
Total expenditures ....$	23,294 69	29,386 35

LIBRARY,

1. Number of bound volumes, June 30, 1891, 2,411; June 30, 1893, 2,875. Number pamphlets June 30, 1891, 2, 041; June 30, 1893, 2,746.
2. Bound volumes added during year ended June 30, 1892, 446; year ended June 30, 1803, 84. Number of pamphlets added during year ended June 30, 1892, 705.

Total bound volumes, June 30, 1892, 2,875; June 30, 1893, 2,959. Number of pamphlets, June 30, 1892, 2,746; June 30, 1893, 2,959.

IV.—FACULTY DURING THE YEAR ENDING JUNE 30, 1893.

Number of Professors and Instructors in College of Agriculture and Mechanic Arts..... Males 11; Females............

Number of Staff of Experiment Station...Males..... Females...

Total, counting none twice, Males 11; Females............

Number in all other departments, Males,...Females,............

V.—STUDENTS DURING YEAR ENDED JUNE 30, 1893.

1. College of Agriculture and Mechanic Arts:	
[a] Preparatory classes.....Males 213; Females....	9
Collegiate and Special Classes, Males 38; Females	1
Total in College of Agriculture and Mechanic Arts,.....................Males 251; Females.........	10
2. In all other departments................................	
Value of farm lands, $2,500; total number of acres.	300
Acres under cultivation, 80. Acres used for experiments..	90
Our experiments are few, but we aim to make our farm a model.	
Agricultural Department: Value of buildings....$	1,000 00
Of other equipments..	900 00
Mechanical department: Value of buildings........	1,500 00
Of other equipments..	700 00
Of other departments: Value of buildings...........	55,000 00
All other equipments..	2,600 00

STATE NORMAL SCHOOL.

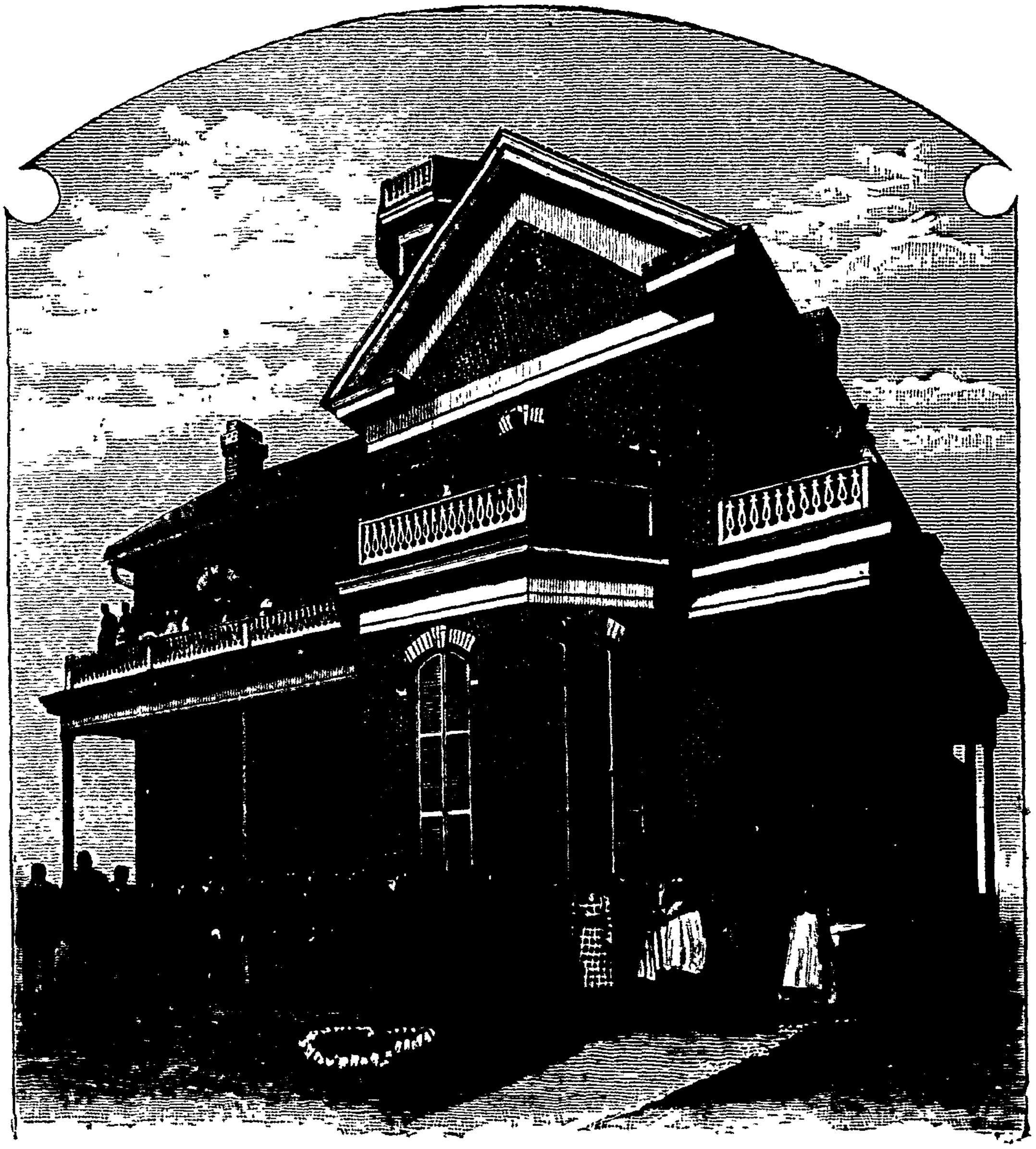
REV. E. D. MILLER, PRINCIPAL.

This school is located at Holly Springs, a city noted for its health. It is also a railroad center, the I. C. and K., C., M. and Birmingham roads cross here.

The school building, a two story brick, is surrounded by a large, and soon will be, well shaded campus. It too, is in a good neighborhood.

The Normal is managed by a board of trustees. The law requires that the state normal shall be a first-class normal school. Its curriculum therefore is broad, and its training thorough.

The last two years have been unusually prosperous. The average attendance over one hundred, and representing many counties in the state. In the two years that this sketch covers, we have graduated 17. These are doing good service in the public schools of the state.



STATE NORMAL SCHOOL BUILDING, HOLLY SPRINGS.

During these same two years there were enrolled between 400 and 500 names. Many of these too, are teaching in the state.

The girls are instructed in dressmaking, cutting and fitting, so that the girls who graduate make their graduating dresses. All are taught free-hand drawing.

The discipline is kind but firm. This extends to the street, too, so that student life, as to the normal, is of good repute. The students are industrious, anxious to improve and make reasonable progress.

Students of the senior class. by turn, teach daily, under instruction, and keep up their own studies also.

Our lady teacher gives lessons in vocal music daily, to all who desire these lessons ; also in instrumental music.

The normal students have superior advantages and without cost.

APPENDIX.

OFFICE OF ATTORNEY GENERAL
JACKSON, MISS., March 22d, 1893.

Hon. J. R. Preston, State Superintendent of Education:

DEAR SIR: In response to your request in respect to a construction of Section 3983, of the Code of 1892, fixing the salaries of County Superintendents of Education, I submit for your consideration the following views:

The first clause of the Section places these salaries at three per cent. of the county school fund, not to exceed $600, or be less than $150.

The second clause authorizes the board of supervisors to either increase or diminish this salary, but provides "*that such inrease shall not exceed five per cent. on the school funds.*" not to exceed $800, and not to be less than $150.

The question for construction is whether the five per cent. allowed by the board shall be in lieu of the three per cent. fixed by the statute, or may be added to the three per cent. In other words, may the maximum per cent. be eight per cent. or five per cent. on the school fund.

The language used has an exact grammatical meaning, and that is not that the *increased* salary shall not exceed five per cent., but that the *increase* to be added by the board shall not exceed five per cent., which is a different thing entirely. If we reject the proper grammatical construction of the language, no guide whatever is left for the interpretation of the statute, and I conclude, therefore, the legislature's intention is in accordance with the language employed. This will make the maximum eight and not five per cent. on the school funds.

Moreover, this is a safe construction, as the maximum salary can in no case exceed $800, and as the board of supervisors have full discretionary power and will no doubt act fairly in regulating the salary.

Very truly yours,
FRANK JOHNSTON.

OFFICE OF ATTORNEY GENERAL,
JACKSON, MISS., Sept. 13th, 1893.

Hon. J. R. Preston, State Superintendent of Education:

DEAR SIR: In compliance with your request of the 12th inst., I have examined the questions submitted.

In separate school districts the teachers' salaries are paid by warrant of the clerk of the municipality, upon the pay-certificates of the County Superintendent. (Sec. 4041, Code 1892.)

In separate school districts, there is no special provision of law for the payment of the incidentals expenses of the school, fuel, janitor's wages, and the like. But Sections 4045 and 4046, seem to make the same rule applicable to the separate school districts as is applied to the county.

Chapter 119 on the public schools was intended, I presume, to make a uniform system for the State. If this is correct, then Sections 4045 and 4046 will furnish the rule.

In separate school districts it is not contemplated that a clerk is to be employed by the trustees for compensation. It is contemplated that the trustees will perform the duties of the board. It may not be improper to have a clerk who is not a member of the board, but he can have no compensation.

Very truly, your obedient servant,
FRANK JOHNSTON,
Attorney-General.

OFFICE OF ATTORNEY GENERAL,
JACKSON, MISS., Oct. 17, 1893.

Hon. J. R. Preston, State Superintendent of Education:

DEAR SIR: Where children are enumerated in the county, and afterwards remove permanently to a separate school district and become domiciled therein, and have not been yet enumerated in the separate district, I think the county should draw its share of the State fund on such enumeration.

But, as they, said children, are educated by the separate district, it would not be unjust or improper for the county to turn over such share to the separate district, though there is no law expressly requiring this to be done.

In the report of the city superintendent to the county superintendent, such children should be reported as separate school district pupils. The statutes on these subjects are not clear or specific, and these cases do not seem to have been provided for.

In making settlements for pupils of the county attending school in separate districts, if there have been any errors, they can be corrected in future settlements according to the facts, and the justice of the case.

Very truly yours,
FRANK JOHNSTON,
Attorney General.

OFFICE OF ATTORNEY GENERAL,
JACKSON, MISS., Oct. 19th, 1893.

Hon. J. R. Preston, State Superintendent of Education:

DEAR SIR: I have carefully considered the following subjects submitted to me by yourself, and very respectfully submit the following conclusions:

(1.) The State, by means of the State distribution, maintains the schools for a period of four months in each year.

(2.) The County Superintendents cannot lawfully issue pay-certificates in excess of the State distribution fund, in order to maintain the schools for the four months term. Sec. 4048, Code of 1892. In construing and applying Sections 4048 and 4049 any credit surplus balance of a former year unexpended in such former year, and brought forward, is to be included and considered as the fund upon which he can draw and which he cannot exceed in maintaining the schools for the four months.

(3). The board of supervisors, under Section 4047, may levy a county tax for maintaining the schools beyond the period of four months. Or, in its judgment and discretion, may apply any surplus of the general county fund to this purpose.

(4.) But the board cannot levy a tax for the purpose of paying, nor can it appropriate any surplus of general county funds to the payment of teachers or pay-certificates issued in excess of the State distribution fund, for the four month's term. Section 4048 provides how such deficiency shall be met, where the County Superintendent issues pay-certificates in violation of said Section.

Very truly yours,
FRANK JOHNSTON,
Attorney-General.

OFFICE OF ATTORNEY GENERAL,
JACKSON, MISS., Dec. 11, 1893.

Hon. J. R. Preston, Superintendent of Education:

DEAR SIR: In reply to the letter of Mr. W. C. Baskin, mayor of Tupelo, reported in the first instance to yourself, I have written to Mr. Baskin as follows:

"Under Section 4014, Code 1892. A municipality, constituting a separate school district, a tax exceeding three mills on the dollar, cannot be levied for school purposes, without the consent of a majority of the tax payers of the municipality."

Very truly yours,
FRANK JOHNSTON.

OFFICE OF ATTORNEY GENERAL,
JACKSON, MISS., Dec. 13, 1893.

Hon. J. R. Preston, Superintendent of Education:

DEAR SIR: Mr. T. R. Gowan, superintendent of education of Simpson county, states that he made certain contracts in writing with teachers for the scholastic year 1892-93, with a verbal condition for certain reductions. He has paid them according to the verbal agreement. There is small surplus still remaining in the school fund.

The written contract fixes the rights of the parties, and the verbal agreement is not binding. The teachers are to be paid according to the written contracts. Any surplus remaining of the school fund of the scholastic year 1882-93, should be dedicated to the payment of the accounts still due the teachers, and any deficiency then due the teachers should be paid by the county superintendent of education.

I will now state the case in a general form; thus, the county is liable for the full amount of the contracts made by the county superintendent with the teachers, unless the contracts exceed the school fund for the scholastic year, in which case the county superintendent and his bondsmen are liable for the excess. Section 4048, Code of 1892.

Very truly yours,
FRANK JOHNSTON,
Attorney General.

PROGRAMME

—OF—

STATE TEACHERS' ASSOCIATION.

JACKSON, DECEMBER 28-30, 1892.

WEDNESDAY, DECEMBER 28, 10 A. M.

1.—PRAYER.

2.—ANNUAL ADDRESS BY PRESIDENT.

3.—WHAT PER CENTAGE OF PUPILS IS PROMOTED AS SHOWN BY ACTUAL STATISTICS OF THE PAST TWO YEARS?

I.—In our Graded Schools, (a) Grammar Grades, (b) High School Grades.
II.—In our State Institutions.
III.—What Percentage Should be Promoted?

Dr. Robert Frazer, Industrial Institute and College.

DISCUSSION: E. W. Wright, Vicksburg.
S. D. Lee, A. & M. College.

4.—EXPERIMENTAL METHODS IN TEACHING THE NATURAL SCIENCES—Prof. E. L. Sherwood, Houston, Miss.

DISCUSSION: G. C. Creelman, A. & M. College.
N. A. Patillo, Millsaps College.

WEDNESDAY, 3:30 P.M.

5.—MECHANICAL DEPARTMENT OF THE A. & M. COLLEGE.
Prof. Harry Gwinner, A. & M. College.

WEDNESDAY, 7:30 P. M.

6.—EDUCATION IN GERMANY.—Dr. J. W. Johnson, University.

7.—PHYSICAL CULTURE.—Miss Annie Wade, Macon, Miss.
DISCUSSION: Miss Lula Harrington, Jackson, Miss.

8.—COUNTY INSTITUTES.—Prof. J. G. Dupree, Jackson, Miss.
DISCUSSION: O. M. Johnson, Clinton,
F. L. Riley, Hebron.

9.—KIND AND SCOPE OF EDUCATION NEEDED FOR THE COLORED RACE.—Dr. F. G. Woodworth, Tougaloo.
DISCUSSION: E. D. Miller, Holly Springs.
J. W. Henderson, Natchez.

THURSDAY, 9:30 A. M.

10.—THE AMOUNT OF WORK THAT SHOULD BE REQUIRED OF THE AVERAGE STUDENT.—Mrs. Annie Peyton, Industrial Institute and College
DISCUSSION: L. T. Fitzhugh, Whitworth College.
J. G. Wooten, Oxford.

11.—ADAPTATION OF TEXT BOOKS TO THE CAPACITY OF CHILDREN.—Miss Jennie Worthington, Columbus.
DISCUSSION: W. I. Thames, Hickory.
E. C. Ravenscroft, Hazlehurst.

12.—EDUCATIONAL VALUE OF NATURAL SCIENCES.
Prof. J. F. Sellers, Mississippi College.
DISCUSSION: F. A. Milledge, Woodville.
J. C. Hardy, Jackson.

13.—EXAMINATIONS FOR PROMOTION IN GRADED SCHOOLS.
Prof. G. M. Lovejoy, Aberdeen.
DISCUSSION: A. A. Kincannon, Meridian.
W. H. Ker, Natchez.

14.—OUR ASSOCIATION.—Discussed by the Association.

PROGRAMME.

EAST MISSISSIPPI TEACHERS' ASSOCIATION.

—AT—

CORINTH, MISS., JULY 29, 30 & 31, 1892.

WEDNESDAY, 3:30 P. M.

Meeting called to order by the Chairman.
Song.
Prayer.
Election of President and other officers.
Address of Welcome—Superintendent John D. Burge, Corinth.
Response—Professor B. M. Bell, Troy.

8:30 P. M.

Music.
Essay—"Intensive versus Extensive Education"—Miss Mary Bynum, Aberdeen.
"Duties of Parents to their Children Before They are Sent to School"—Professor J. G. Wooton, Oxford.

THURSDAY, 9:00 A. M.

Prayer.
Music.
Reading of Minutes.
"What have we a Right to Expect of the Trained Teachers?—Professor A. Beals, President of I. I. & C., Columbus. Discussion by the members of the Association.
"Industrial Training"—Professor J. H. Connell, A. & M. College, Starkville. Discussion.

3:30 P. M.

Music.
"School Management"—Professor Thomas C. Walton, Okolona. Discussion
"Tell No Tales out of School"—Professor H. A. Dean, Iuka. Discussion.

8:30 P. M.

Music.
"Is there a Science of Education?"—Professor G. T. Howerton, Iuka. Discussion.
"Public Schools in Mississippi"—Professor J. R. Preston, State Superintendent.

FRIDAY, 9:00 A. M.

Prayer.
Music.
Reading of Minutes.
"What our Schools should Teach"—Professor Tom F. McBeath, Daleville. Discussion.
Short Reports from the Teachers as to Education in each one's community.
Selection of next place of meeting.
EXECUTIVE COMMITTEE—D. A. Hill, Kossuth; Miss Lena Elgin, Corinth; John D. Burge, Corinth; J. O. Loony, Jacinto; J. C. Swain, Corinth.

C. P. ELGIN, Secretary. D. A. HILL, Chairman.

RECEPTION COMMITTEE—Mrs. W. N. Inge, Mrs. M. E. Curlee, Mrs. J. M. Boone, Mrs. R. E. Nisbet, Mrs. J. E. Gilt.

Teachers intending to attend the Association will please notify me at Corinth prior to July 25th.

C. P. ELGIN. Secretary.

PROGRAMME

EAST MISSISSIPPI TEACHERS' ASSOCIATION,

—AT—

OKOLONA, MISS., August 15, 16 and 17, 1892.

MONDAY, August 15, 1892.

Association will assemble at Okolona College at noon, and will proceed at once to organize by election of officers.

AFTERNOON SESSION.—3 P.M.

The Specialist in Education—By E. L. Sherwood.
Discussion: { Chas. E. Saunders,
J. E. Pope.

EVENING SESSION.

Female Education vs. Coeducation—By Prof. R. Frazer.
Discussion: { W. A. Belk,
G. T. Howerton.

TUESDAY, August 16th, 8:30 A.M.

Time in Education—By H. A. Dean.
Discussion: { H. B. Abernethy,
W. A. Simmons.

11 o'clock.

Our Profession—By the Association.

AFTERNOON.

The Child—By L. J. Corbly.
Discussion: { J. G. Dupree,
A. E. Smith.

EVENING.

Relation of Universities to High Schools—By Dr. R. W. Jones.
Discussion—By Association.

WEDNESDAY.—8:30 A. M.

The Practical Relation of Psychology to Teaching—By G. M. Lovejoy.
Discussion: { A. H. Ellett,
Prof. Webster.

11 o'clock.

Public Schools of Mississippi—By Hon. J. R. Preston.

AFTERNOON.

Illustrative Applications—By Dabney Lipscomb.
General Discussion.

Selection of place for next meeting. Adjournment.

All teachers in the State are cordially invited to meet with us and give us the benefit of their experience in our profession. Homes will be provided for all who will write to Prof. Thos. C. Walton, Chairman of Executive Committee, Okolona, Miss.

PROGRAMME.

NORTHWEST MISSISSIPPI TEACHERS' ASSOCIATION.

FIFTH ANNUAL MEETING.

BLUE MOUNTAIN, TIPPAH COUNTY, June 28-30, 1892.

MEETINGS.

TUESDAY EVENING, June 28, 8:00.

Social Meeting.
Address of Welcome—Dr. W. T. Lowrey, President Blue Mountain Female College.
Response—Dr. J. T. Zealy, Winona Female College.

WEDNESDAY MORNING, June 29, 9 to 12.

"What can we do to Inspire in our Pupils a desire for long and thorough Courses?"—A. J. Aven, Mississippi College; W. T. Smith, Ripley, M. & F. College; G. W. Hightower, Greenwood; Miss Maggie Tate, Malone College; J. W. Honnell, Malone College.

"The Making of a State"—Miss Mollie Duval, Sardis, Hall Teacher M. C. F. I., Jackson, Tenn., author of Duval's History of Mississippi.

WEDNESDAY AFTERNOON, 2:30 to 5.

"Positive Teaching"—J. H. Brooks, Hernando; W. N. Lewis, Kilmichael; C. F. Walker, Ripley, M. & F. College; W. J. Taylor, Winona.

"The Uses of the Comptometer and Shortcuts in Figures for Business Men"—J. G. Deupree, Associate Principal of Capital Commercial College, Jackson.

WEDNESDAY EVENING, 8:00.

"Christian Education"—R. A. Venable, President of Mississippi College.

THURSDAY MORNING, 8 to 12.

"Moral and Religious Development in School Life"—R. M. Leavell, University Mississippi; H. R. Whitten, Mrs. Agnes Whitten, Miss Laetta Durham, Clear Creek Academy.

"Study of Our Own Language"—Wm. R. Sims, University Mississippi.

THURSDAY AFTERNOON, 2:30 to 5:00.

"Schoolroom Elocution"—Frank H. Fenno, Blue Mountain Female College, author of "Fenno's Elocution," etc.

"Music as a Factor in Education"—F. D. Baars, Blue Mountain Female College; L. J. Corbley, Water Valley.

"Study of Language as a Developer of Mind"—A. L. Bondurant, University of Mississippi; Thomas Garrett, Mrs. H. B. Abernethy, Mississippi Normal College.

THURSDAY EVENING, 8:00.

"Mississippi Public Schools"—J. R. Preston, State Superintendent of Public Education.

The following subjects will be open for discussion at appropriate times. Teachers are requested to come prepared to enter upon these discussions:

"Best Methods of Organizing a Country School—a Town School."

"How the Teacher may improve upon present modes of Government so as to give more time to instruction and less to discipline."

"Relations of our public and private preparatory schools to schools for higher Education."

The exercises will be enlivened at intervals by music and elocution. Each subject, after being discussed by those to whom it is assigned, will be open for discussion.

PROGRAMME.

NORTHWESTERN MISSISSIPPI TEACHERS' ASSOCIATION.

—AT—

HOLLY SPRINGS, MISS., JULY 4-6, 1893.

TUESDAY, JULY 4TH, 10:30 A. M.

Organization and social meeting.

2:30 P. M.

"Importance of Teaching Pupils How to Speak, Spell, Read and Write the English Language"—J. G. Wooten, Oxford; Miss Christine Burns, Holly Springs; G. W. Hightower, New Albany; C. H. Kurd, New Albany.

8:00 P. M.

"Importance of Making Pupils Thorough in English Grammar"—W. A. Anderson, Holly Springs; W. T. Smith, Ripley; Miss Drucilla Swain, Blue Mountain; H. P. Walker, Chalybeate.

WEDNESDAY, JULY 5TH, 9 A. M. TO 12 M.

"What Must We Do with a Dull, Lazy or Indifferent Pupil?"—E. H. Randle, Byhalia; H. J. Fry, Canton; Jeff B. Potter, Slate Springs; Miss Mabel Hutchins, Blue Mountain.

"Importarce and Methods of Keeping our Pupils Posted on Current Events"—B. G. Lowrey, Blue Mountain; J. H. Brooks, Sardis; Mrs. S. M. Gates, Morganville; Miss Nannie B. Fant, Holly Springs.

2:30 P. M.

"Honesty and Fairness in the Conduct of Examinations for Teachers in Public Schools"—Superintendent J. R. Preston, Jackson; Wm. A. Belk, Water Valley; Miss Mary V. Duval, Sardis; R. B. Fulton, University.

8 P. M.

"Cultivation of Friendship and Professional Courtesy Among Teachers"—R. W. Jones, University; W. T. Lowrey, Blue Mountain; J. S. or L. T. Dickey, Lexington; T. J. Newell Grenada.

THURSDAY, JULY 6TH, 9:30 A. M. TO 12 M.

"Evils of Bad Literature and What Teachers May Do to Suppress It"—W. R. Sims, University; Mrs. S. E. Brady, Holly Springs; R. M. Leavell, University; Miss Laeta Durham; Morganville.

Business Meeting and Adjourment.

REMARKS:

All teachers are not only invited, but urged to attend this meeting of our Association. Come prepared to enter into the discussion of the topics whether your name appears on the programme or not.

If you cannot attend, prepare your paper and send it by some friend.

If you expect to attend send your name to Superintendent S. W. Mullins, Chairman Committee on Hospitalities.

SUPT. S. W. MULLINS, Chairman.
REV. J. W. HONNOLL,
PROF. W. A. ANDERSON,
MRS. NANNIE B. FANT,
MISS. DAISY LUCAS,
REV. T. W. RAYMOND.
Committee on Hospitalities.

For further information apply to R. R. Whitten, Morganville, Miss.

EAST MISSISSIPPI TEACHERS' ASSOCIATINO,

ABERDEEN, SEPTEMBER 5, 6 AND 7, 1893.

PROGRAMME.

TUESDAY, SEPTEMBER 5.

The Association will assemble at Public School building at 10 o'clock, A. M.

Invocation..Rev. J. A. Bowen
Address of Welcome................................Miss Annie Lowe Jonas
Response..President Dabney Lipscomb

AFTERNOON SESSION—3 O'CLOCK.

Teachers' Associations—Educational Values.......... { J. G. Deupree
D. A. Hill }

General Discussion.

EVENING SESSION—8 O'CLOCK.

Female Education vs. Co-Education................Miss Daisy Haughton
Discussion..Mrs. Annie C. Peyton
C. V. Thompson

WEDNESDAY, SEPTEMBER 6—9 O'CLOCK A. M.

SCHOOL DISCIPLINE.

Corporal Punishment vs. Moral Suasion....................................
....Miss Laura Weatherall
Discussion..W. I. Gibson
J. W. Fox
General Discussion.

AFTERNOON SESSION—3 O'CLOCK.

Experience meeting by County Superintendents and Institute Conductors.

EVENING SESSION—8 O'CLOCK.

Progress of Education in Mississippi....................Hon. J. R. Preston

THURSDAY MORNING—9 O'CLOCK.

The following subjects will be discussed, each with special reference to its relative value in the common school curriculum, to-wit:
Mental Arithmetic..Paul U. Roberts
English Grammar..J. H. Woodard
Reading..J. C. Benedict
General Discussion.

10:30 O'CLOCK.

Teaching as a profession, with special reference to the Disproportionate Compensation Paid to the Teachers, by...............
.... T. T. Davenport and S. W. Smith
General Discussion.

AFTERNOON SESSION—3 O'CLOCK.

Election of Officers.
Selection of Place for Next Meeting.
Adjournment.

All teachers in the State are cordially invited to be with us and give us the benefit of your inspiration and experience, and we insist especially on a full attendance of county superintendents and institute conductors.

The three railroads running to Aberdeen have agreed to give us a rate of one and one-third fare. Obtain from your local agent a certificate showing that you paid full fare going, then your return ticket will be sold you here for one-third fare. Come, and let us make this the grandest and best meeting in the history of the Association. Suitable homes will be provided for all who write to

C. L. TUBB,
Chairman Executive Committee,
Aberdeen, Miss.

LIST OF APPOINTEES TO PEABODY NORMAL SCHOLARSHIPS, FOR 1892-93.

O. H. Looney, Hillsdale.
Miss Fannie Scarborough, Water Valley.
W. F. Wayne, Kendrick.
Miss Susie Millsaps, Brown's Well.
John B. Humphrey, Ebenezer.
Miss Florence Harwell Hart, Meridian.
E. A. Howell, Braxton.
Miss Ary Applewhite, Vaiden.
James Witherspoon, Benton county.
Miss Ida E. Parsons, Macon.
Miss Pearl Sanders, Corinth.
Miss Hattie Carter, Pontotoc.
Miss Carrie T. Peterson, Macon.
Miss Maggie Howze, Lynn Creek.

Miss Carter and Miss Howze were appointed in 1893 to fill vacancies caused by the resignation of Miss Sanders and Miss Peterson.

IMPORTANT REGULATIONS IN REFERENCE TO PEABODY SCHOLARSHIPS.

II. A Peabody scholarship is worth $100 a year and the student's railroad fare from his home to Nashville and return by the most direct route, and is good for two years. The college year consists of eight months, beginning on the first Wednesday in October and closing on the last Wednesday in May, and scholarship students receive from the president of the college $25 on the last days of October, December, February and April.

VI. The qualifications for becoming a competitor for a scholarship, are as follows: The applicant must be not less than seventeen years of age, nor more than thirty; of irreproachable moral character; in good health; with no physical defects, habits, or eccentricities, which woold interfere with success in teaching; and must make a pledge of intent to teach for at least two years after graduation.

VII. The minimum literary qualifications for securing a scholarship are the following: The ability to read fluently; to write a fair hand; to spell correctly; and to so express thoughts in grammatical English; to solve problems of moderate difficulty under all the ordinary rules of arithmetic, and to demonstrate any ordinary principle; to locate the principal cities. rivers, mountains of the world, and to give the boundaries of any specified state in the union; to parse the words of any ordinary English sentence, and to correct ungrammatical English; to solve equations of two unknown quantities; to describe the leading events in the history of the United States.

CONDUCTORS' SCHOOL

Held at the University, 1893. Session two weeks. J. M. Greenwood, Kansas City, Director.

LIST OF ATTENDANTS:

1. J. C. Hardy,
2. H. B. Abernethy,
3. W. E. Johnston,
4. G. F. Boyd,
5. A. L. Summer,
6. J. M. Barrow,
7. J. W. Fox,

23. J. G. Dupree,
24. E. E. Cowley,
25. C. Q. Tappan,
26. B. P. Patterson,
27. F. L. Riley,
28. J. F. Boydstun,
29. W. P. Dobbins,

LIST OF ATTENDANTS AT CONDUCTORS' SCHOOL—CONTINUED.

8. Wm. J. Humphrey,
9. Thomas C. Walton,
10. S. A. Morrison,
11. T. L. Trawick,
12. Chas. E. Saunders,
13. C. V. Thompson.
14. W. W. Rivers,
15. W. H. Carter,
16. A. A. Kincannon,
17. H. L. Whitfield,
18. G. W. Turner,
19. W. J. Taylor,
20. W. W. Moore,
21. W. I. Gibson,
22. Wm. H. Ker,
30. J. C. Fant,
31. Edgar Green,
32. S. W. Smith,
33. E. W. Hunter,
34. S. P. Wells,
35. E. T. Tyra,
36. J. Y, Tucker,
37. J. B. Cowsert,
38. D. H. Davis,
39. W. H. Pevey,
40. Jackson Reeves,
41. C. F. Webb,
42. E. L. Bailey,
43. S. P. Walker,
44. J. R. Preston,
35. Chas. Strong.

COUNTY INSTITUTE DISTRICTS—CONDUCTORS AND THEIR SALARIES—1893.

DISTRICT No. 1—Cowley and Gibson, Conductors.

	White.	Colored
Alcorn	$ 35	$ 35
Benton	40	35
Lafayette	...	35
Marshall	...	...
Prentiss	40	...
Tippah	40	30
Tishoningo	40	...
Union	35	35

DISTRICT No. 2 — Dupree and Rivers, Conductors.

	White.	Colored.
Coahoma	$ ...	$50
DeSoto	40	40
Panola	50	50
Tate	40	40
Tunica	...	35
Quitman	...	35

DISTRICT No. 3—Fox and Patterson, Conductors.

Bolivar	45	45
Holmes	40	40
Leflore	...	30
Sunflower	...	40
Washington	50	40
Yazoo	45	45

DISTRICT No. 4 — Morrison and Humphrey, Conductors.

Calhoun	35	35
Carroll	40	40
Grenada	40	40
Tallahatchie	40	40
Yalobusha	25	25

DISTRICT No. 5 — Summer and Thompson, Conductors.

Clay	40	40
Lee	40	40
Monroe	45	45
Pontotoc	40	40
Webster	35	35

DISTRICT No. 6—Carter and Riley, Conductors.

Lowndes	50	50
Kemper	35	35
Neshoba	35	...
Noxubee	50	50
Oktibbeha	40	40

DISTRICT No. 7—Abernethy and Whitfield, Conductors.

Attala	45	45
Choctaw	35	35
Leake	35	35
Montgomery	40	40
Winston	35	35

DISTRICT No. 8—Ker and Walton, Conductors.

Claiborne	45	45
Issaquena	...	40
Hinds	55	55
Madison	45	...
Sharkey	...	45
Warren	45	50

COUNTY INSTITUTE DISTRICTS—CONDUCTORS, ETC.—CONTINUED.

DISTRICT No. 9 — Saunders and Turner, Conductors.

Clarke	40	40
Lauderdale	40	40
Newton	...	30
Scott	...	30
Smith	30	...
Rankin	40	40

DISTRICT No. 10 — Barrow and Boydstun, Conductors.

Adams	40	40
Amite	40	40
Franklin	35	35
Jefferson	45	45
Wilkinson	40	40

DISTRICT No. 11 — Tappan and Trawick, Conductors.

Copiah	50	50
Lawrence	35	35
Lincoln	35	35
Pike	40	40
Simpson	35	35

DISTRICT No. 12—Hardy and Kincannon, Conductors.

Covington	35	35
Jasper	40	40
Jones	35	30
Marion	40	40
Pearl River	35	...
Perry	40	...

DISTRICT No. 13 — Taylor and Moore, Conductors.

Greene	40	...
Hancock	40	...
Harrison	40	40
Jackson	40	40
Wayne	40	35

The two following counties did not go into the district plan, Chickasaw and Itawamba. Mr. W. E. Johnston held the institutes in these counties.

SEPARATE SCHOOL DISTRICTS,

WITH NAME OF SUPERINTENDENT OR PRINCIPAL, 1893-94.

Aberdeen	M. Rose
Bay St. Louis	Jas. T. Eagan
Biloxi	C. D. Lancaster
Bolton	Chas F. Capps
Booneville	C. R. Lacy and S. P. Walker
Brandon	S. R. Curtis
Brookhaven	Miss Lou Lovell
Canton	W. F. Pate
Clarksdale	Hugh Foster
Coffeeville	G. W. Bonner
Columbus	J. M. Barrow
Corinth	J. R. Griffith
Crystal Springs	T. L. Trawick
Durant	W. J. Humphrey
Edwards	Prof. Hughes
Ellisville	G. W. Turner
Enterprise	J. F. Boydstun
Eupora	D. Harmon
Gloster	Geo. D. Free
Greenville	E. E. Bass
Greenwood	Sam Holloway
Grenada	S. A. Morrison
Hattiesburg	E. Currie
Hazlehurst	W. W. Rivers
Hickory Flat	E. H. Wallis
Holly Springs	W. A. Anderson
Iuka	H. A. Dean
Jackson	J. C. Hardy
Kosciusko	G. F. Boyd

SEPARATE SCHOOL DISTRICTS—CONTINUED.

Laurel	C. M. Wright
Lexington	Dickey Bros
Macon	C. H. Spessard
Magnolia	W. K. Nettles
McComb City	C. F. Webb
Meridian	A. A. Kincannon
Natchez	Wm. H. Ker
New Albany	Geo. R. Hightower
Newton	J. C. Fant
Okolona	T. C. Walton
Osyka	J. S. Fuqua
Oxford	S. B. Foster
Pass Christian	D. F. Reese
Pontotoc	C. P. Smith
Poplarville	W. J. Thames
Port Gibson	J. M. Taylor
Sardis	H. S. Roller
Starkville	W. H. Hooker
Summit	Miss C. A. Lamkin
Terry	Sanderson
Tupelo	C. E. Saunders
Verona	F. M. Street
Vicksburg	C. P. Kemper
Water Valley	W. A. Belk
Waveland	F. C. Bordage
Wesson	C. Q. Tappan
West Point	J. E. Pope
Winona	W. J. Taylor
Yazoo City	J. C. Brooks

HIGH SCHOOLS AND COLLEGES, 1893-94.

ADAMS.

Name of School.	Name of Principal or President.	Postoffice.
Natchez Public School	Wm. H. Ker	Natchez
Jefferson College	J. S. Raymond	Washington
Davis Institute	Mrs. J. S. Davis	Natchez
St. Joseph School	Sister Genevieve	Natchez
Cathedral School	Brother Gabriel	Natchez
Ward Academy, (col)	J. C. McAdam	Natchez
Natchez College, (col)	S. H. C. Owen	Natchez

ALCORN.

Corinth Public School	J. R. Griffith	Corinth
Kossuth High School	Prof. Austin	Kossuth
Corinth Female College	Miss Young	Corinth
Jacinto High School	Looney and Bellamy	Jacinto

AMITE.

Liberty Male and Female Col.	P. L. Marsalis	Liberty
Gillsburg Collegiate Institute	Chas. Hooper	Gillsburg
East Fork College	J. J. Lee	East Fork
Gloster Public School	Geo. D. Free	Gloster

ATTALA.

Kosciusko Public School	G. F. Boyd	Kosciusko

BENTON.

Hickory Flat Public School	E. H. Wallis	Hickory Flat
Hopewell Academy	J. S. Smith	Saulsbury, Tenn
Ashland Academy		

CALHOUN.

Pittsboro College	C. B. Sisler	Pittsboro
Banner College	A. A. Newell	Banner
Slate Springs Academy	W. R. Mabry	Slate Springs
Cherry High School	J. J. Huggins	Ellzey
Hopewell High School	W. A. Rogers	Hopewell

CARROLL.

Carrollton Male Academy	R. B. Smith	Carrollton
Carrollton Female College	Z. T. Leavell	Carrollton
Vaiden Institute	J. S. Hudson	Vaiden
Jefferson High School	W. D. Bene	Jefferson

CHICKASAW.

Okolona Public School	T. C. Walton	Okolona
Houston Normal College	H. B. Abernethy	Houston
Phreno Normal College	Robt. V. Fletcher	Buena Vista
Houlka High School	Eugene Campbell	Houlka

CHOCTAW.

Ackerman Normal School	W. H. Smith	Ackerman
Chester Normal School	C. E. Castles	Chester
French Camp Male Acad'y	J. A. Mecklin	French Camp
Central Miss., Institute	J. A. Sanderson	French Camp

CLAIBORNE.

Port Gibson Pub. School	Jas. M. Taylor	Port Gibson
Chamberlain-Hunt Acad'y	J. B. Guthrie	Port Gibson
Port Gibson Fem. College	W. H. Huntley	Port Gibson
Alcorn A. M. College (col)	W. H. Reynolds	Rodney

CLARKE.

Enterprise Public School	J. F. Boydstun	Enterprise
Shubuta High School	C. W. Anderson	Shubuta

CLAY.

West Point Public School	J. E. Pope	West Point

COAHOMA.

Clarksdale Pub. School	Hugh Foster	Clarksdale

COPIAH.

Crystal Springs Pub. Sch'l	T. L. Trawick	Crystal Springs
Crystal Springs Institute	Rev. O. Newton	Crystal Springs
Hazlehurst Pub. School	W. W. Rivers	Hazlehurst
Wesson Public School	C. Q. Tappan	Wesson
Gallman High School	Alford	Gallman
Rehobeth High School	C. B. R. Ross	Barlow
Union Hall School	Miss Delia Martin	Spencer

COVINGTON.

Ora High School	Leon Tyrone	Ora

De SOTO.

Hernando High School	J. H. Jolly	Hernando
Pleasant Hill High School	H. L. Keister	Pleasant Hill
Nesbit High School	Miss Julia Sage	Nesbit
Cockrum High School	Miss Dora Ingram	Cockrum
Olive Branch High School	H. F. Buchanan	Olive Branch
Loves High School	W. L. Clifton	Loves

GRENADA.

Grenada Public Schools	S. A. Morrison	Grenada
Grenada Collegiate Institute	T. J. Newell	Grenada

HANCOCK.

Bay St. Louis Public School	Jas. T. Eagan	Bay St. Louis
Waveland Public School	F. C. Bordage	Waveland
Stanislaus College	Brother Stanislaus	Bay St. Louis

HARRISON.

Biloxi Public School	C. D. Lancaster	Biloxi
Pass Christian Public School	D. F. Reese	Pass Christian
Pass Christian Institute	Mrs. Roland Merritt	Pass Christian
Sea Shore Academy	G. S. Roudebush	Biloxi
Gulf Coast College		Handsboro
Handsboro Normal Institute	Jno. C. Leger	Handsboro

HINDS.

Jackson Public School	J. C. Hardy	Jackson
Bolton Public School	J. F. Capps	Bolton
Edwards Public School	——— Hughes	Edwards
Mississippi College	R. A. Venable	Clinton
Hillman College	Walter Hillman	Clinton
Millsaps College	W. B. Murrah	Jackson
Raymond High School	Miss S. L. Callen	Raymond
Utica High School	P. R. Bolls	Utica
Mary Holmes College (Col.)	R. B. Smith	Jackson
Jackson College (Col.)	C. Ayers	Jackson

HOLMES.

Lexington Public School	J. S. and L. T. Dickey	Lexington
Durant Public School	W. J. Humphrey	Durant
Pickens Graded School	F. F. Phillips	Pickens
Woodlawn	Jno. Belford	Ocona
Bowling Green High School	C. S. Drake	Bowling Green
Ebenezer High School	Miss Fannie Arnold	Ebenezer
Goodman High School	J. B. Cousert	Goodman

ITAWAMBA.

Oak Bower High School	J. A. Hodges	Ballardsville

JACKSON.

Moss Point High School	M. Caldwell	Moss Point

JASPER.

Lake Como High School	W. A. Roper	Lake Como
Montrose High School	L. D. McLaurin	Montrose
Hamlet High School	W. N. Richardson	Hamlet
Rose Hill High School	C. M. Day	Rose Hill
Fellowship High School	F. E. Boggs	Massengale
Heidelburg	A. H. W. Smith	Heidelberg
Paulding High School	G. M. Hull	Paulding
Antioch High School	T. A. Massey	Turnerville
Pleasant Hill High School	A. J. Burton	Alto

JEFFERSON.

Fayette High School	R. P. Linfield	Fayette
Union Church High School	C. W. Grafton	Union Church

JONES.

Ellisville Public School	G. W. Turner	Ellisville
Laurel Public School	C. M. Wright	Laurel

KEMPER.

Fair View College	L. L. Vann	Binnsville

LaFAYETTE.

Oxford Public School	D. B. Foster	Oxford
Lula Normal Institute	C. C. Hughes	Lula
Delay High School	C. A. Beasley	Delay
Paris High School	M. I. Bass	Paris
Bay Springs High School	D. B. Short	Denmark
Lafayette Springs High School	T. M. Anderson	Lafayette Springs
Abbeville Normal	K. Harmon	Abbeville
Philadelphia High School	S. P. Dickson	
Free Springs Academy	T. F. Samuels	Harmantown
Lake View High School	E. T. Keeton	Piera
Borges High School	H. R. Whitten	Borges
Orwood High School	J. P. Gossett	Orwood
College Hill High School	R. W. Mecklin	College Hill
Dallas High School	J. C. Givhen	Dallas

LAUDERDALE.

Meridian Public School	A. A. Kincannon	Meridian
East Mississippi Female College	Thos. R. Holloman	Meridian
Stone's Female College	L. M. Stone	Meridian
Baird's High School	W. H. Baird	Meridian
Cooper-Huddleston College	C. A. Huddleston	Daleville
Lauderdale High School	G. W. Burton	Lauderdale
Pleasant Hill School	Wm. Odom	Eastville
Congregational School (colored)	Mrs. H. I. Miller	Meridian
Meridian Academy (colored)	G. G. Logan	Meridian

LAWRENCE.

Hebron High School	W. H. Pevey	Hebron
Lawrence Co. High School	Edgar Green	Silver Creek
Society Hill High School	E. H. Mounger	Oak Vale
Bournham High School	D. A. Scarborough	Bournham
Monticello High School	B. D. Rivers	Monticello

LEAKE.

Carthage High School	Ira D. Pressley	Carthage
Walnut Grove School	J. M. Consley	Walnut Grove
Edinburg School	M. C. Hembroff	Edinburg
Good Hope School		Good Hope

LEE.

Tupelo Public School	C. E. Saunders	Tupelo
Verona Public School	F. M. Street	Verona
Providence College	T. M. Abernethy	Nettleton
Baldwyn High School	W. F. Lambert	Baldwyn
Saltillo High School	J. M. Kelly	Saltillo
Cedar High School	W. R. Brooks	Corona
Guntown School	Prof. Farrow	Guntown

LEFLORE.

Greenwood Public School	Sam Holloway	Greenwood

LINCOLN.

Brookhaven Public School	Miss Lou Lovell	Brookhaven
Whitworth College	L. T. Fitzhugh	Brookhaven
Grange Hall High School	D. S. Burch	Caseyville
Arlington High School	D. P. McInnis	Bogue Chitto
Montgomery High School	H. F. Middleton	Montgomery
Felder's High School	H. D. McInnis	Wellman
Adam's Graded School	Miss S. J. Caruth	Auburn
Fair River High School	P. B. Mullen	Fair River
St. Francis Academy	Sister Arno	Brookhaven
Bogue Chitto High School	R. A. Nicholson	Bogue Chitto
Little Bahala Institute	W. H. Lackey	Wesson

LOWNDES.

Franklin Acad'y (Pub. School.)	J. M. Barrow	Columbus
Caledonia High School	E. T. Lawrence	Caledonia
Mt. Vernon High School	J. W. Cooper	Dow
Crawford High School	Miss M. L. Carson	Crawford
Artesia High School	J. E. Cook	Artesia
Mahew High School	Miss S. K. Ervin	Mahew
Industrial Institute and College	Dr. Robert Frazer	Columbus

MADISON.

Canton Public School	W. F. Pate	Canton

MARION.

Columbia High School	L. H. Ross	Columbia
Center High School	Jno. L. Pope	Dexter
Bunker Hill High School	C. H. Conerly	Carley

MARSHALL.

Holly Springs Public School	W. A. Anderson	Holly Springs
Malone College	Rev. J. W. Honnell	Holly Springs
N. M. P. Synodical College	Rev. T. W. Raymond	Holly Springs
St. Thomas Hall	Rev. P. G. Sears	Holly Springs
Rust University (colored)	Rev. C. E. Libby	Holly Springs
State Normal (colored)	Rev. E. D. Miller	Holly Springs
Kate Tucker Institute	Mrs. K. E. Tucker	Byhalia
Waverly Institute	E. H. Randle	Byhalia
Mt. Pleasant High School	C. H. Curd	Mt. Pleasant
Reid Institute	W. R. Collins	Potts Camp

MONROE.

Aberdeen Public School	M. Rose	Aberdeen
Amory High School	E. E. Cowley	Amory

MONTGOMERY

Winona Public School	W. J. Taylor	Winona
Kilmichael Normal	J. W. Lucas	Kilmichael
Stewart High School	J. S. Hannah	Stewart
New Liberty High School	J. M. Dalton	Lodi
Duck Hill High School	Miss Mary L. Morgan	Duck Hill

NESHOBA.

Dixon High School	G. W. Huddleston	Dixon
Philadelphia High School	G. E. Wilson	Philadelphia

NEWTON.

Newton Public School	J. C. Fant	Newton
Decatur College	G. T. Hamilton	Decatur
Hickory Male & Fem. Institute	L. M. Cox	Hickory
Lawrence Institute	J. R. Jones	Lawrence
Conehatta Institute	G. C. Ballard	Conehatta

NOXUBEE.

Macon Public School	C. H. Spessard	Macon
Calhoun Institute	J. R. Alexander	Macon
Business College	J. O. Glenn	Brooksville
Shuqualak Female College	H. M. Long	Shuqualak
Shuqualak Male College	W. T. Foster	Shuqualak

OKTIBBEHA

Starkville Public School	W. H. Hooker	Starkville
Maben High School	T. P. Haney	Maben
Sturges High School	S. W. Smith	Sturges
A. & M. College	Gen. S. D. Lee	A. & M. College.

PANOLA

Sardis Public School	H. S. Roller	Sardis
Batesville High School	B. W. Gowdy	Batesville
Como High School	J. M. Skinner	Como
Courtland High School	— Bennett	Courtland
Glenville High School	J. M. Brooks	Glenville
Longtown High School	J. A. Jones	Longtown
Pleasant Grove School	Mrs. J. F. Williams	Pleasant Grove

PEARL RIVER

Poplarville Public School	W. I. Thames	Poplarville
Lumberton High School	A. L. Summer	Lumberton

PERRY

Hattiesburg Public School	E. Currie	Hattiesburg
Eatonville High School	T. E. Waldrup	Hattiesburg
Augusta High School	W. N. Mounger	Augusta

PIKE.

Osyka Public School	J. S. Fuqua	Osyka
Magnolia Public School	W. K. Nettles	Magnolia
McComb Graded Institute	Chas. F. Webb	McComb City
Summit Peabody Public School	Miss C. A. Lamkin	Summit
Tylertown Normal Institute	J. J. Hooker	Tylertown
Lea Female College	Chas. H. Otken	Summit
Whitestown Academy	W. T. May	McComb City

PONTOTOC

Pontotoc Public School	C. B. Smith	Pontotoc
Chickasaw Female College	W. V. Frierson	Pontotoc
Toccopola College	J. W. Furr	Toccopola
Sherman Normal Institute	Davis, Langston and Tucker	Sherman
Troy Normal High School	Dickson and Spencer	Benbell
Spring Hill High School	Jno. A. Donaldson	Mud Creek
Thaxton High School	J. T. Carter	Cherry Creek
Cherry Creek High School	Alonzo Souter	Cherry Creek

PRENTISS

Booneville Public School	Lacy and Walker	Booneville
Geeville Public School	A. M. Clayton	Geeville
Baldwyn Public School	W. F. Lamhert	Baldwyn
Marietta Public School	J. R. Countess	Marietta

RANKIN

Brandon Public School	S. R. Curtis	Brandon
Brandon Female College	Miss F. A. Johnson	Brandon
Steen's Creek High School	H. L. Whitfield	Steen's Creek
Pelahatchie High School	J. L. Grundy	Pelahatchie
Franklin High School	E. R. Tillson	Daniels, Smith Co.

SCOTT

Harperville College	T. B. Woodley	Harperville
Forest High School	J. A. Lewis	Forest
Hillsboro High School	Mrs. M. A. Sims	Hillsboro
Pulaski High School	S. W. Peters	

SIMPSON

Westville High School	D. F. Wilkinson	Westville
Braxton High School	E. J. Gilmer	Braxton
Pearl High School	R. P. Crosland	Pearl

SMITH

Sylvarena High School	T. H. Oden	Sylvarena
Taylorville High School	H. W. Reynolds	Taylorville
Raleigh High School	F. A. Hatton	Raleigh
Burns High School	M. G. Wells	Burns

TALLAHATCHIE

Charleston High School	J. D. Choate	Charleston
Tallahatchie Academy	J. S. Thornton	Oakland
Cascilla High School	Lawrence and Montgomery	Cascilla
Harrison High School	W. N. Turner	Harrison

TATE

Blackbourn College	Frank Snider	Senatobia
Senatobia Academy	Jesse R. Barry	Senatobia
Coldwater High School	C. C. Howard	Coldwater
Arkabutla High School	Ira G. Allen	Arkabutla
Tyro High School	Miss Eula J. Harton	Tyro

TIPPAH

Ripley M. and F. High School	W. T. Smith	Ripley
Blue Mountain Female College	W. T. Lowery	Blue Mountain
Chalybeate High School	H. P. Walker	Chalybeate

TISHOMINGO

Iuka Public School	H. A. Dean	Iuka

UNION

New Albany Public School	G. R. Hightown	New Albany
Poplar Springs Normal College	J. M. Langston	Poplar Springs
Blue Springs Normal College	W. R. Lewellen	Blue Springs
Mount Ewin School	J. P. Dean	Galloway
Old Myrtle School	C. F. Boone	Myrtle
Wallerville School	Frank Binkley	Wallerville

WARREN

Vicksburg Public School	C. P. Kemper	Vicksburg
St. Francis Xavier's Academy	Sisters of Mercy	Vicksburg
St. Aloysius Academy	Brother Charles	Vicksburg
Campbell College (col)	A. S. Barnes	Vicksburg

WASHINGTON

Greenville Public School	E. E. Bass	Greenville
Hollondale Graded School	Wm. Hannah	Hollondale

WAYNE

Waynesboro Collegiate Inst	W. W. Moore	Waynesboro
Eucutta High School	J. M. McNefll	Eucutta

WEBSTER

Eupora Public School	D. Harmon	Eupora
Walthall High School	T. R. Paden	Walthall
Bellefontaine High School	W. A. Wilson	Bellefontaine

WILKINSON

McGehee College	H. W. Featherstun	Woodville

WINSTON

Louisville Normal	J. A. Leech	Louisville
Winston Normal High School	H. L. McCleskey	Plattsburg

YALOBUSHA

Water Valley Public School	W. A. Belk	Water Valley
Coffeeville Public School	G. W. Bonner	Coffeeville
Tillitoba High School	L. B. Hutchinson	Tillatoba
Walthall High School	A. M. Beauchamp	
Sylva Rena School	G. W. Christian	Water Valley
Longview School	W. Spalding	
Pine Valley School	J. A. Jackson	Pine Valley

YAZOO

Yazoo City Public School	J. C. Brooks	Yazoo City
Phoenix High School	H. C. Neville	Phoenix
Benton High School	Mrs. L. A. Pope	Benton
Deasonville School	R. Gildart	Deasonville
Zeiglerville School	Mrs. Pattie Johnston	Zeiglersville

COUNTY SUPERINTENDENTS.

County.	Terms expire January, 1896.	Post Office
Adams	J. W. Henderson	Natchez
Alcorn	J. R. Reynolds	Corinth
Amite	Geo. A. McGehee	Liberty
Attala	T. J. Fowler	Kosciusko
Benton	L. E. Lipford	Ashland
Bolivar	N. B. Scott	Rosedale
Calhoun	J. A. Sims	Pittsboro
Carroll	B. F. Wiley	Carrollton
Chickasaw	W. A. Wilkinson	Houston
Choctaw	V. J. Bell	Chester
Claiborne	C. K. Regan	Port Gibson
Clarke	Alex Trotter	Quitman
Clay	B. F. Owen	West Point
Coahoma	N. W. Lea	Friars Point
Copiah	R. E. A. Stuart	Hazlehurst
Covington	N. B. Holcomb	Williamsburg
De Soto	L. J. Farley	Hernando
Franklin	J. P. Jones	Meadville
Greene	I. E. Breland	Leakesville
Grenada	R. T. Payne	Grenada
Hancock	A. G. Stevenson	Bay St. Louis
Harrison	J. S. Allison	Mississippi City
Hinds	C. S. North	Raymond
Holmes	C. C. Swinney	Lexington
Issaquena	John W. Balfour	Mayersville
Itawamba	J. M. Weaver	Fulton
Jackson	H. L. Howze	Moss Point
Jasper	S. F. Thigpen	Paulding
Jefferson	J. Rives Wade	Fayette
Jones	E. J. Taylor	Ellisville
Kemper	A. G. Graham	DeKalb
Lafayette	C. A. McCharen	Oxford
Lauderdale	W. G. Stevenson	Meridian
Lawrence	B. D. Bishop	Monticello
Leake	J. F. Williams	Carthage
Lee	F. H. Mitts	Tupelo
Leflore	B. G. Humphreys	Greenwood
Lincoln	J. M. Girault	Brookhaven
Lowndes	W. L. Lipscomb	Columbus
Madison	W. B. Jones	Canton
Marion	R. E. Sylverstein	Columbia
Marshall	S. W. Mullins	Holly Springs
Monroe	C. L. Tubb	Aberdeen
Montgomery	W. E. Simpson	Winona
Neshoba	C. L. McKay	Philadelphia
Newton	T. J. Reynolds	Decatur
Noxubee	S. M. Thomas	Macon
Oktibbeha	W. H. Miller	Starkville
Panola	J. L. McGehee	Sardis
Pearl River	W. C. Anderson	Poplarville
Perry	R. Ferguson	Augusta
Pike	J. S. Lamkin	Magnolia

Pontotoc	D. C. M. Bigham	Pontotoc
Prentiss	E. T. Tyra	Booneville
Quitman	T. J. Williams	Belen
Rankin	E. Jack	Brandon
Scott	O. B. Triplett	Forest
Sharkey	J. S. Joor	Rolling Fork
Simpson	T. R. Gowan	Westville
Smith	J. A. Huff	Raleigh
Sunflower	W. B. Martin	Indianola
Tallahatchie	J. L. McCorkle	Charleston
Tate	F. T. Raiford	Senatobia
Tippah	C. M. Thurmond	Ripley
Tishomingo	F. T. Carmack	Iuka
Tunica	Z. T. White	Tunica
Union	G. L. Jones	New Albany
Warren	H. T. Moore	Vicksburg
Washington	S. Archer	Greenville
Wayne	W. E. Lloyd	Waynesboro
Webster	W. B. Walker	Walthall
Wilkinson	J. M. Fly	Woodville
Winston	L. H. Hopkins	Louisville
Yalobusha	W. T. Wynn	Coffeeville
Yazoo	W. R. McCutchen	Yazoo City

INDIAN SCHOOLS IN MISSISSIPPI

BY H. S. HALBERT.

It may be well to state on the very beginning of this report, that the census of the Indians in some of the counties of Mississippi, from several causes, has always been imperfectly taken.

In most of the counties there are more educable Choctaw children than the assessors' books show. This remark applies particularly to Newton county, in which are reported 60 children; 36 males; 24 females; an enumeration entirely too low.

During the scholastic year of 1892-93, five Choctaw schools were taught in Mississippi, all taught by white teachers. The total number of children enrolled in these schools was 126, 69 males, 57 females. Two schools, 80 days each, were taught in Leake county. Seventy-eight educable children are reported in this county; 56 males; 42 females. Twenty-nine males and 19 females, total 48, were enrolled and attended the two public schools. One school, 80 days, was taught in Kemper county by Rev. W. W. Cammack. Twenty-four educable children are reported in Kemper county. Sixteen attended Mr. Cammack's school, 8 males and 8 females. One school was located in Scott and one in Neshoba, but neither was taught. In the latter county are reported 197 educable Indian children.

Two schools were taught by the writer, one of 60 days in Newton county. Twenty-eight children attended the Newton county school; 15 males and 13 females. Of these, 18, considering the peculiar circumstances of Indian life, attended the school with commendable punctuality. Eighty children; 35 males and 45 females, are reported in Jasper county. Of these, 17 males and 13 females; total 20, attended the public school, which is located among the remnant of the historic Okla Hannali, or Six Towns Indians. Of these, about 20 were quite punctual in their attendance. The attendance of the remainder was quite irregular, some only coming two or three days.

The poverty of the Indians is the great cause of much of irregular attendance of some of their children. Their parents frequently need their services at home in labor upon the farm and otherwise. During the winter months, in inclement weather, the want of sufficient clothing, especially with those children who live at a distance, not unfrequently causes an irregularity of attendance. But as their condition in life improves—and it is slowly improving—these hindrances will gradually disappear.

In my own educational work among the Indians, I make use of both English and the Choctaw languages. Our Mississippi Choctaws are strongly attached to their native tongue, and there is no immediate prospect of its being supplanted by English. Even those most proficient have, at last, only a superficial knowledge of our language, and great numbers of the children have none at all. Experience soon proves that it adds much to the efficiency of teachers among these people to acquire, at least, a passable knowledge of their language.

My plan is to ground these Choctaw children thoroughly in the elementary English branches, and to so drill them in these studies that the instruction will be a practical benefit to them in their business relations with the white race, and in short, will have the tendency to improve, in every respect, their condition in life. I drill them thoroughly in their reading and spelling lessons, translating for them the English into Choctaw, and requiring them to memorize the English words and their meaning.

I have found it a good plan, and would suggest it to others, to write a short story or narrative in simple English on the blackboard with a parallel translation in Choctaw. I require them to copy off the English and read it over and over until the words and phraseology are thoroughly imbeded in their memories. This plan answers all the purposes of a practical lesson in English composition.

In arithmetic, they are required to discard the Choctaw names of the numerals and make use of the English names alone. As our English names are so much shorter than the Choctaw, they soon realize that it is great economy of speech to make use of the English names. Six times nine are fifty-four, a concise expression of seven syllables in English.

A Choctaw boy or girl soon finds out that it is a greater saving of breath to make use of this short English expression than to use the equivalent in his native tongue, hannali bat chakkali kat pokoli talapi akucha ushta, nineteen syllables.

I think it would be well to permit all teachers of the Choctaws to have some latitude in the matter of text books. My own experience is that the old "blue back" speller is better for them than Watson's. The latter is filled with a great number of words that a Choctaw never hears, nor will ever use. Webster is free from this objection, and the teacher can better select from it common every day words of which he can require them to memorize the spelling and the signification.

Sometimes, at the request of their parents, during a very short period each day, I teach the Choctaw children reading and writing in their own language, making use of an elementary Choctaw book, entitled, Chata holisso, ai isht ia ammona. As the Choctaw alphabet is almost perfect, in a very short time they learn to read and write their language with great facility.

Upon the whole, there has been a great improvement among our Choctaws within the last ten years. The great majority are anxious to secure the benefits of some education for their children. There is, however, one notable exception, Bogue Chito Indians of Neshoba, who are averse to having a school established in their midst. A potent argument by which these Indians are influenced by their old fogy mingoes is that the establisment of schools is only a preliminary to a forced emigration to the west; that two generations ago, schools had been established among the Choctaws only to be followed by the treaty of the Dancing Rabbit and the subsequent emigration of the nation to the west; and a similar result will again follow, if the Bogue Chittos should now accept the white man's offer of a public school. An absurd argument it is true, yet it has its weight with the ignorant Tubbee element. Still, there is evidence that these prejudices are slowly dying out, and before long, no doubt, all our Indians, with not a single exception, will favor the establishment of schools in their midst.

The great majority of our Mississippi Choctaws seem to have no desire to go west to their own people. They are here to stay. Such being the case, they should be encouraged to patronize the few schools which the State has established for their benefit.

We may, in conclusion, safely and truly say that our Choctaws are a law-abiding people. They are true patriots, intensely attached to our State, for on its very soil their traditions say, ages before the advent of the white man, the plastic hand of the Great Spirit fashioned the first Choctaws out of red clay at the base of the sacred mound on Nanih Waiya Creek.

PEABODY SUMMER NORMAL INSTITUTES, 1893.

UNIVERSITY OF MISSISSIPPI,

JUNE 19TH TO JULY 14TH,

—1893.—

UNIVERSITY OF MISSISSIPPI, JULY 14, 1893.

Hon. J. R. Preston, Supt. Public Education:

DEAR SIR: I have the honor to present the following report of the Peabody Normal Institute, held at the University of Mississippi:

FACULTY OF INSTRUCTORS.

J. U. Barnard, Director and Conductor.

Chancellor R. B. Fulton, Local Director.

J. U. Barnard, Psychology, School Management, Methods of Teaching Reading, Composition and Language Lessons, and Grammar.

R. W. Jones, Physiology and Hygeine.

J. W. Johnson, Physics.

Mary F. Canfield, Spelling and Mental Arithmetic.

Hubert A. Shands, Grammar, United States History, and History of Mississippi.

R. M. Leavell, Civil Government.

W. H. Carter, Practical Arithmetic.

J. M. Barrow, Mental Arithmetic and Practical Arithmetic.

Miss Minnie Holman, Primary Work.

T. L. Trawick, Geography and History of Mississippi.

W. R. Sims, Grammar.

Evening lectures were delivered by Chancellor R. B. Fulton, Dr. A. H. Whitfield and Dr. W. R. Sims.

The session began on June 19th with an attendance of more than 250. The enrollment continued to increase to within three days of the close of the session, when the number reached 467.

Notwithstanding a number of unfavorable circumstances well known to yourself, I feel that we have accomplished a great work. The instructors have done faithful and efficient service, and those in attendance have been given a large amount of excellent material, which, if properly utilized, cannot fail to be of much practical value.

As a rule those in attendance have been faithful students. They have made free use of their note books, and they have exhibited an earnest desire to improve every opportunity for advancement in knowledge and efficiency. Their eagerness to learn has been a constant source of inspiration to the instructors.

Allow me, sir, in conclusion, to return to you my thanks for the earnest support you have given me in the organization and management of the Institute, and to express the hope that the work done at this first session may be far-reaching in its influence in the bettering of the condition of the schools of the State, and in arousing a new interest in the great cause of public education.

Attached hereto will be found a copy of the resolutions adopted at the close of the session, and also a list of the names on the roll.

Most truly,
J. U. BARNARD, Conductor.

RESOLUTIONS ADOPTED BY THE PEABODY NORMAL INSTITUTE, JULY 14TH, 1893.

We, the teachers of the Peabody Normal Institute, in consideration of the superior advantages it has furnished, and the helpful and uplifting work it has done for us, as expressive of our high appreciation thereof, do adopt and publish the following resolutions:

I. That the work has been in a high degree satisfactory, and we feel that it has been well for us that we came here, and that we return to our respective fields of labor better equipped for the responsible duties of the school room, and with inspirations to higher and nobler work, and an enthusiasm which, we trust, shall press us on to lofty achievements.

II. That the location of the Institute at the University has proved to be eminently wise and judicious, because it has furnished us advantages that would not have been secured elsewhere in the State.

III. That we hereby express to our faithful, conscientious and efficient director, Dr. J. U. Barnard, our high appreciation of his efforts, and tender to him our heartfelt thanks for the invaluable help he has given us, and assure him of our prayers for his continued success and usefulness.

IV. That to Chancellor Fulton, who has opened to us the University and its vast accessories, and has spared no effort or sacrifice to make our sojourn here both pleasant and profitable, and to members of the faculty and instructors who have labored untiringly in our behalf, we hereby tender our grateful acknowledgements.

V. That we hereby assure the Honorable Board of Trustees of the University of the substantial consideration they have given to the common schools of the State, by the establishment of the chair of Pedagogy, and pledge ourselves to do all in our power to extend the opportunities of the University for usefulness, by enlarging its patronage, and otherwise promoting its interests.

VI. That to our State Superintendent we are indebted more than we can tell. The results of his efforts, even now, speak louder than any words can utter. Of such an educator, the future alone can reveal the grandeur of his achievements. Therefore let posterity praise him. We can only thank him from the depths of our hearts for what he has done for us.

VII. To the railroads that have given reduced rates, we hereby make our acknowledgements, and to the ladies of Oxford and vicinity, who have furnished us board at such a sacrifice in price, and otherwise administered to our comfort and welfare, and to the citizenship of this entire community, we feel under lasting obligations, and shall ever remember them with love and gratitude.

LAKE SUMMER NORMAL.

Hon. J. R. Preston, State Supt. of Public Education:

DEAR SIR: As director of the Peabody Summer Normal Institute at Lake, I respectfully submit the following report:

The Normal was opened June 12th with an enrollment of 150 teachers, and closed July 7th with a total enrollment of 260. Instruction was given in Primary Work, Language Lessons, Spelling, Geography, Mental and Practical Arithmetic, Elementary Science, Elements of Drawing, Grammar, United States History, History of Mississippi. Physiology, Physics, Civil Government, The Science and Art of Teaching. The work of each day was divided into two sessions, from 8 to 12 in the forenoon, and from 4:30 to 6 in the afternoon, making five and one half hours of work per day, for six days in the week. In order to make the work more individual, the school was divided into two sections, the same work being given to both sections. For sake of variety and recreation a resort was made to occasional evening entertainments. A daily register was kept, and at the close certificates of attendance were issued.

The representatives from the several counties were organized, and a press commirtee from each organization, from time to time, reported the proceedings of the school to its own county paper. In this way the work was brought to the homes of the people.

As will appear from the above, this course of instruction offered four weeks of solid work. The program was faithfully carried out by the instructors, and the work was done by the student-teachers, not only without murmurs, but even cheerfully and eagerly. The 260 teachers assembled here simply cast aside every consideration of the many in-conveniences and physical discomforts of a temporary camping ground, and for four weeks consecrated every energy to the interests of the higher life. At no time were there to be seen any signs of fatigue. Interest and enthusiasm manifested a wholesome growth from the first day to the last.

The voluntary organization of a prayer meeting, which met every Friday night, is evidence of the Christian spirit that prevailed, while the social spirit of hearty good will and mutual helpfulness transformed the whole body into one great family, and gave to the school the atmosphere of home. To this feature we attribute a large measure of our success.

The school received the hearty support of the community in which it was located. We were daily encouraged by the presence of visitors, who manifested a lively interest and gave us continued expressions of cheer and good will.

The physical environment, the untiring zeal and devoted self-sacrificing spirit of the teachers united with the efforts of the instructors to make the Summer Normal at Lake the most successful school of the kind which I have ever been connected with. As I now look back upon the work, it seems to me the greatest educational revival I have ever witnessed.

Respectfully, WICKLIFFE ROSE, Director.

MISS MINNIE HOLMAN, MISS MARY A. CALLAHAN, J. G. DUPREE, DABNEY LIPSCOMB, J. C. HARDY,	Instructors.

HOLLY SPRINGS NORMAL INSTITUTE.

Hon. J. R. Preston, Superintendent Education of Mississippi, Jackson:

DEAR SIR: The Peabody Summer Normal for colored teachers, held in the State Normal building at this place, commencing June 12th and continuing one month, closed July 8, 1893.

The accompanying report of attendance shows the names of forty-five females and thirty-two males in attendance for a part or all the time. The faculty was composed of the following, viz.: G. W. Turner, three weeks; W. A. Anderson, Miss M. D. Cook and the writer. We had a profitable session. We completed arithmetic, written and mental, English grammar, geography, history of United States and Mississippi, physics, physiology and civil government. We had also lectures on School Government and Methods of Teaching, and a few model lessons in reading, geography and arithmetic. The student body worked hard. In closing I wish to make special mention of Prof. W. A. Anderson for his thorough preparation for the work and for the very thorough manner in which he did it, and for his gentlemanly bearing and genial disposition. I give it as my opinion, that he has not an equal in equipment for this work in the State. In behalf of those in attendance, I thank you for giving them this opportunity for special improvement. One good effect is, aside from its literary benefit, it tends to draw the races closer together in good feeling.

Respectfully,
E. D. MILLER, Director.

NARRATIVE REPORTS

—OF—

County Superintendents.

CHICKASAW.

W. A. WILKINSON, SUPERINTENDENT.

SCHOOL FUNDS—Our present school fund would appear at a decided disadvantage, if contrasted with that under the old system. It is about three or four thousand dollars less than it was; this, however, is due in part to a falling off in the enumeration.

The State distribution is not enough to run the schools for four months, without running our best teachers out of the county.

The people are generally opposed to further taxation in any shape.

PROGRESS OF TEACHERS—The white teachers are advancing in knowledge and the methods of teaching, and many of them show a great deal of interest and zeal in their work. Some of them make teaching a profession, but others are found using it as a stepping-stone to some other profession or occupation. Many take and read educational papers and journals.

The colored teachers, with few exceptions, are doing very little to advance the children. They seem to be retrograding in their knowledge of the texts. Most of them hold Third Grades.

TEACHERS' LIBRARY—We have none as yet. We will purchase one soon.

COUNTY INSTITUTES—We have held only one for each race under the present system. Last year we missed them on account of having no Superintendent at the time. About one-third of our teachers attended this year, and expressed themselves as highly pleased with the work and a change to a week's meeting. Those who attended were impressed with the great and noble work in which they are engaged. The attendance would have been larger but for the Summer schools in which the teachers were employed.

SECONDARY EDUCATION—Our separate school district is, in my opinion, a nuisance. The one in our county has been running all to itself. I have been unable to get even a term report from them. We have three colleges and high schools, viz: Mississippi Normal College, Phreno Normal College and Houlka High School. All are well attended, and they seem to be doing a good work. They are increasing the educational work and interest in the county. Some of our best teachers have received their training in these schools.

SCHOOL DISTRICTS—Our county has never been properly districted. It cannot be without moving most of our school houses. This we cannot do unless we were able to rebuild them.

SCHOOL HOUSES—Most of our houses are very good, while some are only tenable; others being almost worthless. The people have made so many crop failures that there are only a few improvements going on at present.

BOOKS—In most schools we find one-half or more of the children without books. There are only two or three places in the county where they can be had. Thus, you see that, if the people were able to buy them, they could not get them without a great deal of trouble. The merchants claim that they cannot afford to handle them for the profit in them. I do not allow the teachers to use any except the adopted ones.

ISSAQUENA COUNTY.

J. W. BALFOUR, SUPERINTENDENT.

SCHOOL FUND—Is sufficient to run the schools four months, with an average salary of about $50 per month for first grade, and about $30 for second grade teachers.

PROGRESS OF TEACHERS—Has not hitherto been satisfactory. Our recent examinations were much stricter than usual, and have awakened greater interest among the teachers to excel in future.

TEACHERS' LIBRARY—No enterprise of this sort has been set on foot here.

TEACHERS' INSTITUTE—One was held by Mr. Ker in the summer at our county site and was well received. Being a new thing, not more than half the teachers attended; these were delighted and edified, and there is promise of a larger attendance in future.

SEPARATE SCHOOL DISTRICTS—There is not a town large enough to justify one.

SCHOOL DISTRICTS—The whole county is laid out in school districts, and a map of each pasted in the registers of the respective schools and duly recorded.

SCHOOL HOUSES—It may be said, there are no school houses belonging to the county and there is not much disposition to build; not so much from indifference as from the peculiar circumstances of the people who manage and till the soil.

BOOKS—The children are supplied with books adopted by the regular committee.

PUBLIC SENTIMENT—Is considerably divided.

LAUDERDALE.

W. G. STEVENSON, SUPERINTENDENT.

SCHOOL FUND.—Under the old law our county levied a three mill tax for school purposes. This sum added to the poll tax of the county, and the State distribution, made a fund of from $22,000 to $23,000 annually.

Under the operation of the new law by the State distribution, this county receives only $1.78⅔ for each child in the county between the ages of 5 and 21 years. The aggregate of funds thus received amounts to $16,000.

The operation of the new law in Lauderdale county is very detrimental to the best interests of education, as a loss thereby is entailed of $6,000 annually; thus making the school fund inadequate to carry on the schools as they should be.

PROGRESS OF TEACHERS—Since assuming the duties of County Superintendent, I find that after nearly two years of a rigid enforcement of laws relating to the examination of teachers, there has been a marked improvement in the teacher's knowledge of the school text books.

I regret to report that many of our teachers are sadly deficient in their ideas of discipline, and display a rather imperfect knowledge of how a school should be conducted in order to bring about the best results.

We hope to soon raise the standard of this quality in our teachers, rooting out all those who fail in this respect.

In professional study there has been a marked improvement among the teachers in all grades.

TEACHER'S LIBRARY.—At this time our library numbers one hundred volumes. The selection is a good one, furnishing a collection of the best works on the methods of educators. The books of the library are eagerly sought by many of the white, but a few white and many negro teachers fail to avail themselves of the opportunities thus afforded them.

It becomes necessary to insist on a more extensive reading than they are inclined to do voluntarily.

COUNTY INSTITUTES—About 50 per cent. of the teachers attanded the Institutes. There is a manifest interest in this work among a good number of our teachers. They show a disposition to investigate all methods suggested by the conductors which will in any way improve the work of the school. The public at large manifest, also, a similar interest, thus displaying the interest which these institutes awaken among all classes upon the subject of education.

SECONDARY EDUCATION.—We have only one separate school district in the county—the city of Meridian—in which the public schools are in a flourishing condition. The session extends through nine months of the year. The number of high schools and colleges is limited, but all of them are now in good condition and seem to be making every effort to raise the standard of education.

Most of these schools are open during the free term to the pupils of their district and receive the county funds without extra cost to the children.

SCHOOL DISTRICTS.—After one year of close attention to working of the school district system, I am delighted with the results. The system tends to act as an equalizer by keeping children in the schools in which they belong and preventing them from crowding some schools and breaking up others by deserting them. The convenient location of school houses in this county has greatly increased the convenience and advantages over the old plan. I fully endorse the school district system. Another point in its favor is the prevention of children patronizing two schools during the same year taught at different times.

SCHOOL HOUSES—It affords me much pleasure to say that there has been a marked improvement in the school houses of Lauderdale county. County schools have been greatly improved. Many of them are being supplied with modern appliances for comfort. Some of our houses are models of convenience and reflect credit upon the communities in which they are located.

BOOKS—I regret that it becomes necessary to report that the children of all the schools are not supplied with the proper text books. Some parents show an utter lack of interest in supplying their children with books. This class are the ones who are never pleased with the progress of their children and are ever ready to visit upon the teacher the sin which results from their own short coming. The adopted books are used.

PUBLIC SENTIMENT—We are prepared to say that a large majority of our people fully indorse the public school system and generally favor and support those measures that will bring about an improvement of the same. The only objection we hear urged against the system is the recent manner of distributing the funds by the State. Our people justly feel that they are deprived of much of the benefit they should receive from their public schools by the late plan of distribution, and much dissatisfaction is manifested on this account. With this exception our present system is very generally endorsed.

LINCOLN.

J. M. GIRAULT, SUPERINTENDENT.

In connection with my annual report for 1892-93 heretofore sent, I take pleasure in congratulating Lincoln county upon the progress of her schools and the increased interest manifested by school patrons within the last two years, ending September 30, 1893. By the building of new school houses and the repairing of the old ones, the effort to secure trained teachers, and especially by the supplementing of the public school terms with pay terms, our people have evinced an increasing desire to avail themselves of educational advantages.

SCHOOL FUND—The school funds are insufficient to properly reward the services of competent teachers to teach the schools the constitutional period of four months. The State distribution is the only revenue with which to pay teacher's salaries; being $1.78 2-3 per capita for each educable child during the entire term. We have no county levy for school purposes. The poll tax is reserved in the county as a school fund, but is deducted from the State distribution. Our honorable board of supervisors, we are sorry to say, declined to make a levy to extend the school term. The amount of indebtedness, from the best information obtainable, is a deficit of $480, accruing in the scholastic year 1890-91, and $312 for 1892-93. The latter deficit occurred by a mistake in having fines and forfeitures treated as a part of the common school fund. Warrants were not issued for these deficits. Consequently we have no outstanding school warrants. Provision has not been made to pay this indebtedness. Maximum salaries of first grade white teachers paid last year was $35, and not many at this price. The humble pecuniary circumstances of our county, together with the present stringency in monetary affairs, induced the board of supervisors to decline having any increase in taxation at present.

PROGRESS OF TEACHERS—Our teaching corps is advancing and manifesting professional zeal and interest. The accessions to corps are composed partly of college graduates. They all show great improvement in their examinations and methods of teaching. Very few have had professional training. Many read educational papers. There are three teachers holding three years license.

A great many intelligent, well educated young men engage in teaching only to make money to prepare themselves to enter the other professions. I have induced many teachers who held First Grades under the old system to take Second and even Third Grades under the present. The great drawback is a lack of funds to pay competent teachers living salaries. Better teachers, higher wages and fewer schools are the key notes to success in educational affairs.

TEACHERS' LIBRARY—We have a small amount on hand, contributed by the teachers of the county, to be used in the near future toward procuring a library. We had a few books and periodicals destroyed by the late court house fire.

COUNTY INSTITUTE—Our Teachers' Institute last August was a complete success. Every white teacher in the county attended, except four. They were all completely captivated, and many state that they would not have missed it for a month's wages. Our leading citizens attended regularly, taking part in some of the exercises.

SECONDARY EDUCATION—Brookhaven is the only separate school district in Lincoln County. It has one white and one colored school. The former is under the able principalship of Miss Lou Lovell, with five efficient assistant teachers, together with instructors in Latin, elocution and music. The latter is managed by P. D. Gullage, Principal, with two assistants. We have one female college (Whitworth) in Lincoln County, Dr. L. T. Fitzhugh, President. with a splendid corps of professional educators and 200 pupils from this and adjoining States. Many of our best teachers are graduates of this institution.

HIGH SCHOOLS—We have Bogue Chitto High School, Little Bahala Institute, Grange Hall, Adams Graded School, Montgomery High School, Fair River Graded School, Brookhaven Graded School, Arlington High School, Felder's High School and St. Francis (Catholic) School.

All of these schools are taught from eight to ten months in each year, and are public schools four months, except the St. Francis, Catholic.

These high schools are all doing excellent educational work; well supplied with school furniture. The high school is a prime necessity. It is the link that binds the public school to the college.

SCHOOL DISTRICTS.—There are seventeen townships in

Lincoln county. Twenty-four sections on the western border belong to Jefferson and Franklin counties, leaving 588 sections in Lincoln county. One-tenth to either race gives a maximum of 58 school districts in the county. The county has been carefully divided into school districts and every patron has been informed of the district to which he belongs, and *must* patronize the school within his district, unless a written permission, signed by the trustees of both districts, is given and approved by the County Superintendent. This works well and does away with much former confusion. Diagram maps of these districts have been prepared by the County Superintendent and approved by the county school board of education.

SCHOOL HOUSES.—White school houses generally are new and comfortable; none owned by the county. Some are on school lands, some owned by trustees and their successors for use of the schools, but most of them are located on the lands of individuals. Colored school houses are generally uncomfortable—ownership as above. In many instances colored schools are taught in churches. There are a few good colored school houses in the county. The white schools are generally well equipped with good stoves, glass windows, black-boards and in many are maps and charts.

BOOKS.—Pupils in all the public schools in the county are well supplied with the series of text books.

The text book law is giving general satisfaction in this county, and I think it works great good to the educational interests of the State.

PUBLIC SENTIMENT.—The public school system in this county is generally popular. Some rely entirely upon public school tuition of four months to educate their children, which, of course, is a failure. Many complain of the school tax being paid by one race (almost) entirely. I am pleased to state that within the last two years, many districts throughout the country are supplementing their schools by private means.

NESHOBA.

C. L. M'KAY, SUPERINTENDENT.

SCHOOL FUND.—The fund under the new revenue system gives better satisfaction than under the old, as salaries are more uniform from year to year. Under the old system, salaries were very irregular—some years fair and other years unreasonably low. This had a tendency to drive competent teachers out of the profession.

By paying an average salary of about $25 per month, we can run the schools four months. This salary will never command professional skill, and as a result, none but teachers of inferior grade can be employed except in a few localities where the patrons are sufficiently interested to supplement. If teachers were paid better salaries, they would prepare for the business, and they would cease to vilify honest examinations.

Public sentiment is in favor of extending the term. I anticipate no trouble in lengthening the term next year to six months.

PROGRESS OF TEACHERS.—Our predecessors were very tender-hearted and in deep sympathy with the teachers. As a result of this, licenses to teach were issued with lavish hands—a failure being a rare occurrence.

When we took charge of the office, the regulations relating to examinations, were strictly enforced. As a result of this, quite a number of applicants failed at the first Spring examination.

Other examinations followed with similar results. Applications were made for specials, it being understood that those that had failed should apply for lower grades. In this way most of the schools were supplied with teachers.

In the Summer, a Teachers' Training School was established in Philadelphia, under the management of two professional teachers. This institution continued in session the greater part of the Summer. More than 50 per cent. of the teachers attended. The result of the Fall examinations was evidence of progress.

The most of the teachers are young and inexperienced, but educational works and journals are being read.

TEACHERS' LIBRARY.—The three teachers' library lists, consisting of thirty-nine volumes, published by Appleton & Co., have been ordered, and the books will soon be in the hands of the teachers.

The teachers and others willingly supplemented the funds on hand, sufficiently, to make the purchase.

COUNTY INSTITUTES—Only forty per centum of the teachers attended the institute the past summer. Many of the schools were in session at the time, and the greater number of teachers excused themselves by saying "I could not sacrifice the time." In some cases the patrons were blind enough to object to suspending school a week.

Our institute last summer was a success to say the least of it. Many good and lasting impressions have been made; good seed has been sown in fertile soil. Many teachers expressed their regret when they learned what they had missed. I expect to impress the idea this winter that it is important to attend the institute as well as the examination.

SCHOOL DISTRICTS—The new law diminished the number of schools 20 per cent. In some localities the children have too far to walk, owing to irregularities of districts, caused by Pearl river and its tributaries. I think the law should specially provide for counties having a number of large streams.

SECONDARY EDUCATION—We have no separate school districts or colleges. We have several permanent schools that are doing good work. Among the most prominent we might mention Dixon High School, Philadelphia High School, Forest Dale, Woodland, Shady Grove, Iron Springs, Hope and Coldwater.

SCHOOL HOUSES—Many houses are not comfortable during the winter, but there has been a marked improvement within the last two years. Former school boards have without due consideration changed the location of houses too often. And as a result of this our best citizens will not invest in a good substantial houses for fear in a year or two the location will be changed. The present board has practically made no changes since the schools were first located under the new law. If the schools were located so as to be in reach of every child and then make the locations permanent for at least fifteen years, our people would build better houses. I think a law to that effect would result in good.

BOOKS—Most schools are well supplied with the adopted books. There is an inclination among some teachers to use Robinson's arithmetic (Davies' is the adopted text), as they use it freely in preparing for examinations.

PUBLIC SENTIMENT—Public schools are considered indispensable. There are two causes of discontent: Incompetoncy of teachers and shortness of the term. If the term were extended and salaries raised, there would be inducement for the public school teacher to equip himself for professional work, and our public school system will ever remain defective until this end is accomplished.

WEBSTER COUNTY.

W. B. WALKER, SUPERINTENDENT.

SCHOOL FUND—The new law has contracted our fund about nine per cent., and we were at starvation rates before. Our only remedy was to lessen the number of schools. We manage to run our schools four months, but the best pay is $30 per month, and from that to $15. This is driving our best teachers to other States and into other professions.

Section 206 of the new Constitution was the nearest a death blow to the free schools of our county that has ever been struck. Our county is a white county, and the last clause of the aforesaid section puts us on equal terms with negro counties. Our leading teachers will not teach at negro rates; hence the trustees agree to a supplement by the patrons. Some refuse to pay, and a general confusion arises, and but for the educational zeal of a few of our best citizens, the leading schools would sink to the level of our poorest. Our people would pray the legislature for a financial change; just any kind; it is sure to be no worse than we have.

TEACHERS' LIBRARY.—We have in our library 54 volumes. Most of our teachers take great interest in studying them.

PROGRESS OF TEACHERS.—In each examination I find our teachers more thorough in text-books. A marked improvement is noticeable in their school management. At every meeting the leading topics are, "How do you govern?" and "Which are the best methods?"

Great interest is being taken in the study of school journals, over $50 having been spent in that direction since August last.

COUNTY INSTITUTE.—Forty teachers attended the Summer Institute. Many of our leading teachers were employed in summer schools, and could not attend; as week's vacation would have been death to their schools. The agreed to take and study $2.50 worth of literature (educational) which they are doing promptly.

When a teacher fails to present his institute certificate, he must give a reasonable excuse and present receipts showing that he takes $2.50 worth of educational literature, or I fix his salary at 10 per cent. less than those who do. Money is the best incentive.

Our teachers have been complimented by the Institute Conductors as being the most active and vigorous in their district.

SECONDARY EDUCATION.—We have one separate school district, which is in a flourishing condition, and the life of its town; we have two high schools which are doing excellent educational work, and are a great advantage to our county in preparing its teachers to stem the flood of the present crisis.

SCHOOL DISTRICTS—We have forty-one white schools under the new law, against sixty-six under the old. This is all that saved us from a financial wreck. Yet nine miles to the school would be better for our county, as it has many creeks, and cannot be so districted under the ten mile law that all small children can go.

SCHOOL HOUSES—Many of our school houses are in bad repair, but our people are rapidly turning from the error of their way, ceiling houses, building anew, furnishing desks, buying apparatus, etc.

BOOKS—Children who have any, have the adopted books. It is one of our greatest troubles to get patrons to buy books. Very often do I find children trying to study, two or three in one book.

PUBLIC SENTIMENT—Our people highly appreciate the free school system, except the financial clause. The majority want an extension of the term.